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# NORTH CENTRAL COLLEGE

A Century of Liberal Education

1861-1961



*By*

CLARENCE N. ROBERTS



NORTH CENTRAL COLLEGE  
Naperville, Illinois  
1960

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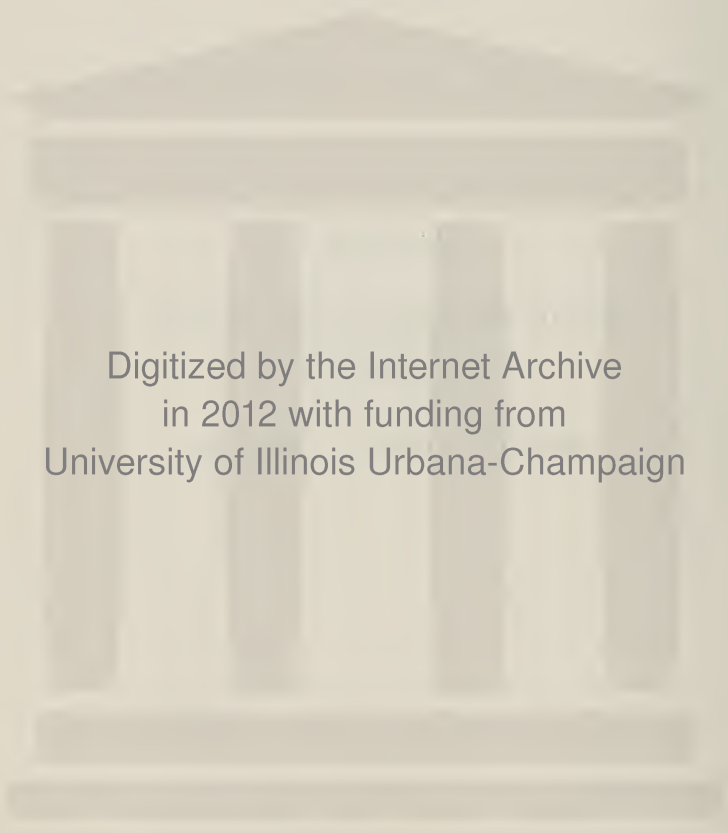
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Oliver Eastman

***Dedicated***

***to those who devoted many years of  
service to***

**NORTH CENTRAL COLLEGE**



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## INTRODUCTION

The centennial history of a college such as North Central mirrors in some degree the major trends, crises, and eras in the nation's history. The story of North Central records the beginnings, struggle, and rising stature of a liberal arts college and the role it performed in the general history of higher education in America. North Central is somewhat unique in that its basic roots were bred in both the congregational tenets of the New England Puritans and in the religious ideals of a group of Pennsylvania Germans tempered by the effects of a frontier environment.

North Central College was founded at the beginning of one of the most critical periods of our history, the American Civil War. Its early struggle for financial stability following removal to Naperville was in part a consequence of the general economic problems facing the nation in the post-Civil War period. The return of prosperity after 1900 was coincident with a more optimistic note in college financing.

The movement to elevate academic standards and to win accreditation after 1900 affected educational policies and administrative procedures. Fortunately North Central was able to meet the challenge and to win recognition by the leading accrediting agencies.

The high standards achieved by North Central have been retained despite the disastrous effects of two world wars and a major depression. The college, like many similar institutions, served the nation and denomination by sending its graduates into many areas of responsible leadership.

Like comparable institutions, North Central passed through a very conservative period. This was reflected in an elaborate system of faculty rules and regulations for all students. This disciplinary system which carefully regulated the conduct of all students not only conformed to the contemporary teachings of the church but also to the generally accepted patterns for academic training in this period. The relaxation of strict parental discipline brought the institution of student government and self-regulation which was first evident during the early years of the twentieth century. This more liberal trend was common to most American colleges after 1900.

The research and writing of the history of North Central College was greatly facilitated by preservation of many of the invaluable records of early years. Records of the proceedings of the Board of Trustees date back to the Plainfield period; minutes of the faculty meetings have been preserved for practically the entire period since the removal of the college to Naperville; issues of the student pub-

lication, the *College Chronicle*, are available except for a few issues back to 1884. A few previous copies are extant, including the original of 1873. This publication is indispensable for accounts of student activities, societies, and student opinion. The college catalog, one of the most valuable historical sources, is available for the entire centennial period. A copy of the first catalog, 1861-62, has been preserved, though sections of it apparently have been typed from the original. Numerous letters, diaries, commencement bulletins and newspaper clippings were located through various sources and private collections. The late Chester J. Attig, professor of History at North Central, collected a number of items that were available to the writer. Gertrude Hildreth, great-granddaughter of the first president, A. A. Smith, donated to the college many items including letters, diaries and pictures that pertain to the first president and to her grandfather, H. C. Smith, a professor at North Central for over sixty years. Included in this collection is a chronicle of the Smith family written by Fanny Smith Hildreth. This constitutes a valuable addition to the historical collections of the college. Ruth Travis Simpson presented to the writer a number of historical items, particularly newspaper clippings and magazine articles written by her great-grandfather, A. A. Smith.

Mrs. Edith Rassweiler Piper, a daughter of C. F. Rassweiler, one of the early teachers at the college, graciously furnished a number of diaries and letters pertaining to H. H. Rassweiler, second president of the college. These contain colorful items of information not available in official records. Floyd Shisler, a nephew of H. H. Rassweiler, likewise furnished a diary covering the last period of the Rassweiler administration. A few secondary accounts are available offering indirect information on the North Central story. A brief history written by Professor Chester J. Attig on the occasion of the 75th anniversary must be cited. Mr. Frank E. Scobee, DuPage County historian, collected a number of newspaper items and student letters published at the time the college was removed to Naperville. One of these letters has been utilized.

Special recognition is due the following for their assistance in procuring manuscript material: Nell Schar and Florence Fowler of the office of Registrar; Shirley Latham of the Alumni Office; Helen Norton, secretary to the President; Beatrice Gates, secretary to the Vice President; Carolyn Hall, secretary of the Centennial Office; Ruth Kraemer, Librarian; Mrs. Thomas Finkbeiner, curator of Martin-Mitchell Museum and Orren Norton, business manager of the college. A number of faculty members offered valuable information concerning recent progress in their departments.

The author was most fortunate in the opportunity to interview individuals whose relationships with North Central and the Naperville

Community extend over a considerable period of years: particularly Jessie Cowles Krug related her experiences as a student at North-Western during the early years of the century, and told of interesting highlights pertaining to the composing of the Alma Mater; and Laura Nichols Matter (daughter of J. L. Nichols) related experiences in the life of her father, one of the early faculty members. Industries contributed news releases regarding the contributions of early students.

The members of the Centennial Committee on History and Pageant, in addition to the author, include: Dr. Paul H. Eller, Dr. Charles C. Hower, Mrs. Evelyn Wendling Hower, Mrs. Mildred Eigenbrodt, Professor-Emeritus Thomas Finkbeiner, Mrs. Thomas Finkbeiner, Professor Donald T. Shanower and Don Jamison. Both Dr. Eller and Dr. Hower read the entire manuscript and made valuable suggestions and criticisms. Luella Kiekhoefer, daughter of the third President, read the section on the Kiekhoefer administration. Dorothy Zehnder Seder, member of Centennial Planning Committee, read two parts of the manuscript and offered certain suggestions for revision. The author is indebted to his wife Ruth, and to Dr. Richard Eastman, department of English, for special assistance in editing and criticizing all or part of the manuscript with reference to style and expression. Carolyn Bouldin, assistant in the department of History, was helpful in typing the revised parts of the history. The author is indebted to Ruth Siemsen and Carolyn Berry for proof-reading the entire manuscript. Special recognition is due Dr. Harvey F. Siemsen, whose sympathetic encouragement, active interest and general guidance of all centennial activities made possible the history project.

CLARENCE N. ROBERTS.

*Naperville, Illinois.*  
*June, 1960.*





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The perpetuity of a free government depends upon the intelligence and virtue of its citizens. Ignorance and vice may be compatible with the stability of a despotism, but they are destructive of free institutions.

AUGUSTINE A. SMITH, 1873.



**PART I**

**The Plainfield Institution**

**1861-1870**



## CHAPTER 1

### FOUNDING THE COLLEGE

In 1861, when the nation was moved by the calamitous events arising from the fall of Fort Sumter and Lincoln's call for troops to defend the Union of States heralding the emergence of the Civil War, a small group of Evangelicals were convening at Des Plaines, Illinois, laying the groundwork for an institution that would transmit the heritage of civilization long after the strife of conflict had been extinguished. It is with a sense of pride that we can look back upon the dedication, persistence, and vision of these founders who could optimistically see beyond the darkness and bitterness of the hour to a future America when, as President Lincoln stated in his inaugural, "the mystic chords of memory" would again "swell the chorus of the Union." Consequently, while the nation in 1961 observed the centennial of the opening of the Civil War, the community of North Central College took special recognition of its century of service, and the debt which the institution of today owes to the pioneers of yesterday.

The institution, which had its beginnings in a two-story frame building at Plainfield, Illinois, was founded by the Evangelical Association of North America. The struggle and the sacrifice of the Illinois and Wisconsin leaders who guided the movement for Plainfield College manifest their conversion to the cause of education for spiritual service. This faith in the necessity of training for Christian living and leadership was a relatively recent innovation in the Evangelical Association. Conforming to the pattern of other pietistic groups of the early nineteenth century which revolted against formalism, ritualism, and sophistication of established churches, the Evangelicals possessed a deep-seated suspicion of intellectualism and higher education. To the early church the prerequisites for Christian leadership consisted of a distinct spiritual conversion and a call from God. Skepticism towards education was fortified by the typical frontier aversion to erudition and to ostentation regardless of form.

Jacob Albright, a Lutheran convert to Methodism, founded the Evangelical Association in Pennsylvania. With the passionate zeal of a Methodist convert, Albright began ministering to German-speaking people and summoning them to a new "holiness and a spiritual conversion." Albright was successful as a minister of the new type of evangelism and the ecclesiastical organization of the new denomination took form. Its methods and practices were largely borrowed from the Methodist church, with emphasis on simple worship, evangelism, circuit riders, and itinerant ministry introduced into the denomination by Albright from his experiences in Methodism.

The name Evangelical Association was adopted when the first general conference of the new evangelists was held in 1816.

The conference in 1816 was synchronous with the great Westward Movement following the War of 1812. Consequently, the Evangelical faith was carried westward with the march of German pioneers and circuit riders into Ohio and ultimately into Indiana and Illinois. The German pioneers usually moved into the Northern areas of these states since the Southern portions had previously been settled by people of Anglo-Saxon stock.

By 1836 a number of Evangelical families had moved as far west as Illinois, settling in the Chicago area when the city was still a small lakeside village. Following the teachings and the discipline of their faith, these pioneer families, as early as 1837, organized prayer groups or classes, and the first Evangelical minister arrived in Illinois in the same year.<sup>1</sup> The denominational work in the state was designated in 1838 as the Illinois Mission of the Western Conference and in 1844 the Illinois Conference was organized. By this date the controversial issue of education for church leaders was directly before the people of the Association.

The controversy over the necessity of education for the ministry and for church leadership was thoroughly aired in the denominational periodical, *Der Christliche Botschafter*, and at General Conference in the 1840's. That the advocates of education were slowly winning the struggle seemed evident when the 1843 General Conference at Greensburg, Ohio, adopted a resolution specifying that learning or even a classical education was of great value to a leader "called of God to the Gospel ministry." The resolution further recommended that all candidates for the ministry take proper measures "to store their minds with as large amount of useful knowledge" as their opportunity afforded.

The proponents of learning were further encouraged when Bishop Joseph Long in 1848 joined their ranks and declared in favor of high school instruction in that "which belongs to a civil, moral and Christian life." Speaking of the positive obligation of the church to establish institutions emphasizing Christian learning, the bishop went on to state that "a scientific education that ignores the religious wants of youth and leaves the heart untouched will result in educational perversion."

In spite of the resolutions of the General Conference, expressions of trusted bishops, and logical arguments, many Evangelicals were not convinced of the rewards of learning. Perhaps in the Western conferences there was present a frontier aversion to education as a

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<sup>1</sup> The first Evangelical minister to visit the Illinois settlements was Rev. Jacob Boas, a circuit rider.



non-essential luxury and as a questionable prerogative for preaching the Gospel and for dedicated Christian living.

With the passage of time sentiment began to change and toward the close of the 1850's the leaders of the Illinois Conference sensed the conviction that trained leadership was indispensable to the future growth of the church. They were becoming convinced that piety and intellectual attainments were in many ways compatible. How far these new ideas had pervaded the rank and file of Evangelicals in the 1850's is difficult to determine.

The degree to which the acceptance of learning had influenced the thinking of the Western Evangelicals was obvious when the Illinois and Wisconsin Conferences took the initial measures toward the founding of an educational institution. The first action was taken by the Illinois Conference at Brookville on April 28, 1859, when a committee was selected "to explore and consider such initial problems" relative to the creation of an institution of learning for the church. This first committee representing the Illinois Conference was comprised of the following church leaders: John Jacob Esher, Simon A. Tobias, Elias Musselman, Henry Bucks and Henry Rohland.

The Wisconsin Conference meeting on May 11, 1859, resolved to unite with the Illinois Conference to take measures considered expedient for the erection of an educational institution. The conference designated Joseph Harlacher and C. A. Schnake to represent its interests on the educational committee.<sup>2</sup>

The committee on institutions of learning first reported to the Illinois Conference meeting at Plainfield on April 25, 1860, that an offer of ten acres of land and subscriptions in the amount of \$10,000 for the proposed institution had been received from Davistown (later known as Davis) in Stephenson County, Illinois. The committee also reported offers from other communities including Mount Morris and Plainfield.

The conference judiciously studied the report of the committee and the offers presented by the various communities. That the conference was proceeding cautiously was evident when it sought the further guidance of Bishop Joseph Long relative to the expediency of founding an institution of learning. The bishop addressed the session in support of the project, disclosing the advantages of education to the future of the church. The conference voted its approval

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<sup>2</sup> Joseph Harlacher records in his autobiography that he corresponded with John J. Esher as early as 1850 and discussed the need for an institution of learning to serve the Western Evangelicals. Harlacher felt that this correspondence was the seed from which North-Western College later emerged.

of the report thus authorizing the committee to proceed with the project.

The joint-committee of the Illinois and Wisconsin Conferences, of which John J. Esher was Chairman, met in special session at Naperville, Illinois, on August 8, 1860, to study the proposals. In addition to the offer of the land and subscriptions by Davistown, the community of Rock City, also in Stephenson County, offered ten acres of land and \$5,000 in subscriptions; and Elias Musselman, a member of the committee, presented an offer of ten acres of land at Naperville. A proposal from Plainfield containing an offer of land and a proposed building was seriously considered. An executive committee composed of Esher, Rohland and Bucks was appointed to study all bids, select a possible location for the new institution, and report to the conferences for final action the following year.

This committee was busy during the fall of 1860 studying the various proposals and corresponding with the localities competing for the institution. The committee consequently received offers from interested citizens of Barrington, Illinois, and Fort Wayne, Indiana. Ultimately the committee preferred the site at Plainfield, Illinois, the evaluation of which was approximately \$11,000. In view of the liberal grant offered by the citizens of Plainfield it was decided to call a second session of the joint-committee at Plainfield on January 29, 1861.

The first day the committee listened to "an impressive address" on Christian education by Chairman John J. Esher. Significant action was taken the second day of the session when the group approved the Plainfield grant and advised the conferences to establish an institution of learning in that community. The committee also decreed that an endowment of \$50,000 would be essential for the successful operation of the new institution. News of the decision created considerable excitement and enthusiasm among the people of the village of Plainfield and a mass meeting was held in which the citizens subscribed \$2,000 for the project.

The strategic actions of the committee and the formal establishment of the college were consummated at the meeting of the Illinois Conference at Des Plaines on April 10, 1861. This date marks the beginning of Plainfield College and of a new era in the Evangelical Association.

At this conference the following resolutions were unanimously adopted relative to the establishment of an institution of learning:

*Resolved*, That this conference in union with the Wisconsin, Indiana, and Iowa Conferences erect a college including a preparatory department for male and female students.

*Resolved*, That this institution be located at Plainfield, Will County, Illinois, and be known by the name and title The Plainfield College of the Evangelical Association of North America.

To govern the new institution a Board of Trustees consisting of twenty-three members was appointed, with Esher as the first financial agent.

A leading promoter of the college movement in Illinois, John Jacob Esher was born in Germany on December 11, 1823, the second son of Jacob and Maria Ursula Esher. The Eshers migrated to the United States in 1832, settling near Warren, Pennsylvania, and following the westward movement of pioneers, were among the earliest Evangelical families to settle in Illinois in the year 1836. Here young Esher was led into the Evangelical Association and was licensed to preach by the first Illinois Conference in 1845 when it met in a little log church at Des Plaines. In 1848 Esher was elected secretary of the Illinois Conference, a position he held with the exception of one year until 1862. He served as Bishop of the Church from 1863 until his death in 1901.

The first Board of Trustees met on April 30, 1861, and enacted the necessary measures preparatory to opening the Plainfield institution that fall. At this first meeting it was resolved that the faculty consist of a president and a corps of professors who should be competent to teach the Ancient and Modern Languages, Mathematics, and the Moral and Natural Sciences.

Two professors and a teacher were appointed, the building was nearing completion and some equipment had been purchased; thus the announcement of the opening of Plainfield College was made by Esher in a circular in October, 1861. Typical of such promotional circulars and early college catalogs, this first publication emphasized three factors relative to location of the institution: first, the reference to the healthful nature of the site and the beauty of its surroundings; second, the reference to the high moral character of the citizens of the village; and third, the accessibility of the location relative to transportation.

The circular described the locality as elevated, fertile, and healthy, "almost without a parallel." In a recruiting notice published in the *Evangelical Messenger*, the area was described more like the Grand Canyon or Yellowstone Park than a prairie region in Illinois. Speaking of the view from the observatory of the newly-constructed building, the description read: ". . . of all that is charming to the eye, nothing surpasses the view from the observatory; this sight is truly grand as far as the eye can behold you can look in any direction and view in part the wealth of the Great West."

Agent Esher commented on the high intelligence and morality of the Plainfield citizens. The locality, stated Esher, was "relatively free from idleness, fighting, profanity, and other vicious influences peculiar to large cities." An article in the *Evangelical Messenger* in 1866 commented further on the unsurpassed morals of the people of Plainfield and held that "none of those low-lived groceries, which are the general thing in such towns, are to be found here." Henry Rohland, agent in 1865, commented on the excellent health of the community of Plainfield, and further emphasized how epidemics that ravaged other communities had by-passed this college town.

Early sources made much of the accessibility of Plainfield on the publicized plank road only eight miles from Joliet. A mail and passenger coach made the trip every day between the two towns making connections with the schedules of the Alton and the Chicago-Rock Island Railroads at Joliet. In addition, the location of Plainfield at the crossing of the Lockport, Oswego, Aurora, and Chicago roads was publicized as a definite transportation advantage. The founders had failed to sense the advantage of locating on a railroad, a factor that was obvious in a very brief time.

The Esher circular was the first public announcement of the faculty that would initiate instruction at Plainfield College. The Board of Trustees selected Augustine Austin Smith as the first president and as professor of Mental and Moral Science, and Belles Lettres. Because of commitments as president of Greensburg (Ohio) Seminary, Smith was unable to assume his responsibilities at Plainfield until August, 1862, the beginning of the second year.

John E. Rhodes was appointed as professor of Mathematics and Modern Languages and John Edwin Miller as professor of Ancient Languages and Literature. To teach the English branches, or lower grades, the Trustees selected Catherine M. Harlacher, daughter of Joseph Harlacher, one of the early promoters of the college. Professors Miller and Rhodes and Miss Harlacher made up the faculty of Plainfield College the first year. Emily Huntington Miller, wife of Professor John Miller, was the first preceptress. Both Professor Miller and his wife were Oberlin graduates.

A letter addressed to A. A. Smith written September 2, 1861, by Joel Dillman, one of the first college trustees, reported that "the lumber laths, etc." necessary for the completion of the college structure were on the ground and that a number of men were at work on the building. Dillman estimated that the structure would be completed by November 1, and that "Bro. Rhodes and Miller" would begin instruction as soon as facilities were completed.

Thus was founded an institution with a faculty of three members, one edifice, an endowment fund to be raised and a curriculum to be



formulated. The new institution struggled for stability during the dark period of the Civil War and the troubled years that followed. That the new college continued to exist, to grow in enrollment and teaching facilities attests to the courage, stability, and faith of its founders.

## CHAPTER 2

### FACULTY AT PLAINFIELD

The Plainfield College opened its doors on November 11, 1861. Some forty students appeared for instruction at the opening, and before the close of the year in the spring of 1862, the enrollment figures had increased to 243. As was noted in the previous chapter, instruction the first year was given by Miller, Rhodes, and Miss Harlacher.<sup>1</sup>

Unlike the many tragic events related to the Civil War in 1861, the more constructive beginning of Plainfield College marked the origin of an institution that brought instruction and enlightenment for a century. Perhaps this first corps of teachers failed to sense the historical significance of their service in opening a new college.

None of these first instructors remained at the college beyond the Plainfield period.<sup>2</sup> The first to resign was Miss Harlacher, who served only two years. John E. Miller, a popular teacher of Greek and Latin as well as an able scholar, tendered his resignation in 1864 after three years. The Board of Trustees acknowledged his "distinguished abilities" and expressed its appreciation for his service in a resolution which read as follows: "RESOLVED that we regret that the services of Professor J. E. Miller can no longer be secured, and that we wish the blessing of God to accompany him wherever he may go and hope that he will always keep this institution in remembrance."<sup>3</sup>

After leaving Plainfield, Miller and his wife, Emily Huntington Miller, had a colorful and very successful professional career. In Chicago from 1865 to 1875 Miller published *Little Corporal*, the first juvenile magazine of its type in the United States, with his wife as editor. About 1875 he entered the business world, rising to executive capacities in manufacturing companies in St. Paul, Minnesota, where he died in 1882.

Emily Huntington Miller was the author of many books. As editor of *Little Corporal*, she became one of the founders of *St. Nicholas*, with which *Little Corporal* combined, and in later years she was noted in the literary world as associate editor of *Ladies Home Journal*. She served as principal of the Woman's Department and as dean of women at Northwestern University (Evanston) from 1891 to 1899.

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<sup>1</sup> The first student to enroll from outside Plainfield was reported to be Susie Victoria Harlacher, later the wife of H. H. Rassweiler, and sister of Catherine Harlacher.

<sup>2</sup> The first catalog lists Rev. S. W. Marston as professor of Geology and Natural Science. There is no evidence that he ever served in this capacity.

<sup>3</sup> Miller was an uncle of Mrs. Thomas A. Edison.

In recognition of her successful career as editor, teacher, and writer, Oberlin College bestowed upon her the honorary degree of Master of Arts in 1893.

Upon the resignation of Miller in 1864, the Trustees selected John H. Leas to fill the position. Leas came to Plainfield from Union Seminary, New Berlin, Pennsylvania, where he had taught mathematics and French from 1859 to 1864. When that institution suspended operations for two years because of the adverse effects of the Civil War, Leas came to Plainfield College where he served as professor of Greek, Latin, and Ancient Literature until 1869. The *Evangelical Messenger* spoke of Leas as not only an excellent teacher but "a citizen of whom the people of Plainfield can well be proud."

The last of the original faculty to resign was J. E. Rhodes, first appointed professor of Mathematics and Modern Language, and after 1863 professor of Mathematics and Natural Science. He served the institution for five years, resigning in the fall of 1866. His resignation, coming just previous to the opening of the fall term, was a considerable shock to the young institution as is evidenced by the faculty report to the Trustees. Because of the late nature of the resignation the authorities were unable to find a successor that year and his courses were distributed to other members of the faculty.

While Thomas Jefferson was President of the United States, and while Jacob Albright was preaching a stern and pious Christianity to his German friends in Pennsylvania, there was born on November 23, 1806, on a farm in the Berkshire Hills of Massachusetts, Augustine Austin Smith. Smith, while still a child, was inculcated with the teachings and rigid moral discipline of religion from a Puritan mother and father who reared eleven children. Young Augustine early experienced the necessity of industriousness, seriousness, and thriftiness, as well as the performance of the numerous duties essential for livelihood on a rocky New England farm. A brief biographical sketch written in 1891 alluded to Smith's early training as "a legacy richer than gold or diamonds could buy."

Like Abraham Lincoln, who was only three years his junior, young Smith had to win his education largely as a result of hard work and frontier ambition. Typical of many ambitious young Americans of the early nineteenth century, Smith achieved an education as a result of self-study, attendance at a district school for two or three months in winter and a sincere desire to seek opportunities that an education could afford.

At the age of seventeen, Smith had won sufficient education to begin teaching pupils in a district school at North Colebrook, Connecticut, at a salary of \$10.00 a month. This marked the beginning of a profession to which he devoted more than sixty years of his

life. As Smith continued teaching, he found time in 1827 to attend Lennox Academy where he received formal training above the elementary level.

Because of limited opportunities, Smith left his New England home in 1828, moving westward to Austinburgh, Ohio, located in the area known as the Western Reserve. This vast area of Northeastern Ohio had been granted to Connecticut during the period of the Confederation, and because of the large number of settlers from this state became known as the "New Connecticut." Here Smith resumed teaching and acquired an interest in temperance and abolitionist movements.

In the fall of 1830 he traveled southward to Kentucky in search of employment and adventure. While visiting at Lexington he saw one of the national statesmen of the period, Henry Clay. It was probably on this trip that Smith had his first direct contact with the institution of slavery, a system he came to detest.

After a brief visit to Kentucky, Smith recrossed the Ohio and taught a three months' school at Perrysburg on the Wabash in Indiana, later entering mercantile pursuits in Ohio. It was in Austinburgh that he met Miss Eliza Cowles whom he married in 1833. Members of the Cowles family had been active in the pioneer work of the Congregational Church in the Western Reserve area of Ohio and other family members served as trustees and teachers in educational institutions in Ohio, including Oberlin. The Cowles family was also active in the abolitionist movement in Ohio.

To the union of Augustine and Eliza Cowles Smith were born three sons and a daughter. One of the sons gave his life in the War between the States, while another became noted for his long service as professor at North-Western College.<sup>4</sup>

Smith's first relationship with the Evangelical Association came in 1857 when he was called to the presidency of Greensburg Seminary in Summit County, Ohio. His teaching and influence had been among people of the Congregational faith of which he was an ordained minister. Positions he had held were supervisor of accounts at Oberlin College, teacher of mathematics and principal for twenty years at Grand River Institute in Austinburgh, Ohio.<sup>5</sup> A son, Henry Cowles Smith, writing years later, said that his father always felt that his call to labor in the Evangelical Association was providentially in-

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<sup>4</sup> Charles Smith was a youth of sixteen when he enlisted on October 19, 1861, at Greensburg, Ohio. He died of fever and ague on July 21, 1863, following the Vicksburg campaign and was buried near Jackson, Mississippi. His faded blue uniform was sent home to the grief-stricken parents.

<sup>5</sup> Smith had among his pupils a future president of the United States, James A. Garfield.



spired. Before Smith came to Plainfield, both Oberlin and Farmer's College in Ohio conferred upon him the honorary degree of Master of Arts.

Augustine Smith's final and perhaps most rewarding call came in the fall of 1861, when he was elected president of Plainfield College. He directed the policies of the new institution as president for twenty-one years, and then indirectly as "elder statesman" or president emeritus for some eight years until his death in 1891.

Augustine A. Smith, as the first president of the college and professor of Mental and Moral Science, bequeathed a greater influence to the philosophy of the institution than any other individual. Smith first conceived of a college as an institution for the instruction and inculcation of high Christian principles and the teaching of basic classical studies and sciences. In addition, he felt that a college should be a center for the uplifting and general enlightenment of the nation and society in general. He sincerely felt that a collegiate institution should assume aggressive leadership in crusading against ignorance, prejudice, injustice or any social evil of the day. In early reports to the Board of Trustees the first president particularly condemned slavery, racial prejudice and intemperance. This feeling against racial prejudice which became a tradition on the campus was expressed by Smith in a report to the Trustees shortly after the college opened at Plainfield: "That individual Christian or that institution that does not fearlessly oppose and expose the meanness that despises a man on account of his color, his nationality, or accident of his birth, is false to the nation, false to humanity, and false to God." Smith concluded that institutions of learning must be the citadels of attack upon the evils of society. The president at Plainfield and later at Naperville spoke of a college as "a great moral lighthouse sending out a clear and steady light upon all subjects that pertain to the well-being of man."

Smith followed the traditional Puritan practice of extended hours of work and study. In addition to the innumerable duties as college administrator and teacher, Smith found time to prepare articles for publication in the *Evangelical Messenger*, revealing the prolific nature of his interests. One discovers not only essays devoted to his favorite subject of temperance, but discourses on free public education, music as a branch of education, voting, tobacco, hygiene, fashions, Christian stewardship and revivals.<sup>6</sup>

The diversity of interests of the first president would be exceedingly uncommon among college executives today. His views on such prob-

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<sup>6</sup> Eliza C. Smith, wife of A. A. Smith, prepared articles on Church Music and on college prayer-meetings which were published in the *Evangelical Messenger*.

lems as fashions or hygiene have been outmoded by changing standards and convention; nevertheless, one may garner certain "gems of wisdom" from this educator's writings that are as relevant as in the mid-nineteenth century.

Smith was able to count among his close friends crusaders for causes that were dear to his heart, one of whom was Frances Willard who founded the Women's Christian Temperance Union in 1874. Miss Willard was a frequent visitor in the Smith home in Naperville.<sup>7</sup>

The reformist zeal so characteristic of Smith throughout the major part of his adult life had been stimulated by his environment in North-eastern Ohio. Into that region where he taught and studied for thirty-four years had come reform lecturers expounding causes that ranged from women's rights to Utopian societies: Sarah and Angeline Grimke came from the South to lecture against slavery; the first experiment in college education for Negroes was conducted at Oberlin; the Western Reserve area was the central point in the operation of the underground railway in the state; and inspired temperance lecturers presented the evils of "demon rum." This was indeed a fertile environment for the production of reform leaders.<sup>8</sup> Smith was a very active leader in the anti-slavery movement in Ohio, where one of his pupils was a son of the famous abolitionist, John Brown. His opposition to slavery had been voiced by attendance at anti-slavery conventions, by speeches condemning the institution, and by writing abolitionist essays. One of his compositions opposing slavery, written at Jefferson Academy in 1829, is extant.

Smith was described by contemporaries as possessing a fine physique, tall and erect, with bluish-gray eyes and "raven-colored hair." His rather stern and austere expression was modified by a spirit of honesty, humility, and friendliness. He was no respecter of persons, applying the same standards to all students regardless of wealth, prestige, or background. Although a severe disciplinarian, Smith loathed the execution of punishment and was known to reprove the guilty with tears in his eyes. Perhaps the Puritan teaching of devotion to duty was all that sustained him in this unpleasant task.

Smith soon won the confidence and respect of the students as a consequence of his integrity, teaching ability, and sincere devotion to their welfare. While the president was very strict in the literal observance of all disciplinary regulations, he was willing to forgive any who admitted guilt or expressed a change of heart. His example

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<sup>7</sup> The Smith home, built about 1870, was located at Loomis Street and Liberty (Van Buren) Avenue.

<sup>8</sup> Smith's opposition to secret societies was perhaps inspired by the anti-Masonic movement which won considerable support in frontier areas of the North after 1826.

of Christian living was an inspiration to all his pupils and fellow-teachers. As one of its expressions of gratitude, the student body presented him with a cane at a chapel exercise commemorating his sixtieth birthday in 1866.

The successful administration of any college, particularly a church-related institution, is dependent upon an able and loyal corps of instructors. The service rendered by an instructor in any college is directly related to his dedication and consecration to the purposes of the institution. Instructors dedicated and loyal to the purposes of the college began teaching while the institution was still located at Plainfield. Two of these devoted the remainder of their lives to Christian education, while the other served the college for twenty years.

The first of these teachers to begin instruction was Henry Cowles Smith, son of the president. Early in life he was introduced to the role of the scholar and at the tender age of fifteen became assistant teacher of Latin and Greek at Grand River Institute. At the age of eighteen he joined the faculty of Greensburg Seminary, teaching there three years until he resigned to enter Oberlin College in 1860. While at Oberlin, Smith heard such famous lecturers as John B. Gough on temperance, Carl Schurz on France, and Albert Bushnell on missions.

The younger Smith graduated from Oberlin in the Civil War class of 1862 and was appointed professor of Vocal and Instrumental Music at Plainfield. After the giving of a bond that he was not evading the Civil War draft, Smith set out from Oberlin for his new teaching position, arriving on September 3, 1862. The year following his arrival at Plainfield he returned to Ohio to marry Mary H. Dreisbach on July 30, 1863, in the midst of excitement and anguish of the war between the states. (Mrs. Smith was a direct descendant of John Dreisbach, one of the founders of the Evangelical Church.) Smith and his bride returned to Plainfield in time for the re-opening of the college in the fall. This must have seemed like the frontier west to Mrs. Smith. As she wrote later: "Soon after our arrival in Plainfield, Illinois, we established a home in this wild, windy west. . . ."

Having served as professor of Music until the spring of 1868, the younger Smith resigned to enter Goldbeck's Conservatory of Music in Chicago. Upon the resignation of John H. Leas in 1869, he was recalled to Plainfield College to the chair of Latin Language and Literature as well as Music. Until 1922, when he retired at the age of eighty-three, he was actively engaged in instruction at the college. Thus, Henry Cowles Smith rendered the longest period of service of any instructor in the history of the institution.

Henry Smith was short in stature, light in weight, and might be



classified as the sinewy-wiry type that frequently remain active in advanced years. He wore a thin mustache typical of many gentlemen in the later nineteenth century. Smith's basic interests were the classics and music and this specialization was imparted to a host of admiring students. He was described as possessing a keen sense of humor. Although devoutly religious, he lacked the crusading zeal for social causes that so typified his father. He was essentially a teacher and probably would not have been happy in the role of administrator.

A second leader who joined the instructional staff at Plainfield, and who devoted the rest of his professional life to the college, was Frederick William Heidner. Heidner was born in Brandenburg, Prussia, in 1834, and sailed for America with his parents in 1847. The father died at sea. Young William continued the voyage with the family, finally to settle on a farm in New York state. Here the family came into contact with the Evangelical Association and William was converted while an apprentice in the blacksmith trade. After the death of his mother, Heidner moved westward to Freeport, Illinois, where he received a call to the ministry. In preparation for this profession he entered Rock River Seminary at Mount Morris, Illinois, and later Garrett Biblical Institute, from which he graduated in 1863. While at Garrett, Heidner was selected along with Francis C. Hoffman, an instructor at Union Seminary, to go as the first missionaries of the Church to "a backward country," and in 1863 it was decided that these young men should study medicine so they could go as medical missionaries to India. The plans were formulated but when the General Conference of the Church met in 1863 it was decided to postpone their mission.

Possibly the crisis of the war, financial problems, and the daring nature of the undertaking deterred the church in this missionary proposal. The cancellation of the missionary plan meant a change in the life work for this young minister, for instead of working with the natives of India on the foreign field, Heidner was to labor with the souls and minds of young people in a mid-western college. To him this was perhaps as great a missionary challenge to the church and Christianity in general as laboring on a foreign field. In 1863 Heidner was appointed professor of the German Language and Literature, a chair he occupied for over fifty years until shortly before his death in 1917. The value of Heidner's religious training was early emphasized when he was selected as a leader of the English Mission Church at Plainfield and as superintendent of its Sunday School.

Henry Haesler Rassweiler was the third member of the teaching staff who became a very inspirational and popular teacher, serving as

professor of Mathematics and Natural Science and as president. Rassweiler was born of German parentage on April 3, 1842, in Orwigsburg, Pennsylvania. The young lad's learning began so early in life that when less than five years of age, he was frequently carried to school by his teacher.

In the spring of 1857 the Rassweiler family left their Pennsylvania home seeking health and fortune on the prairies of Illinois. The locomotives, the horses, the prairies, all held fascination for young Rassweiler on his journey westward. Here in the new home near Cedar Brook, Illinois, Rassweiler was again introduced to schools and schoolmasters. In 1859 Rassweiler began teaching a district school at the age of seventeen as his future teacher and colleague, A. A. Smith, had done before him. However, he sensed the need for college education if he were to advance in his academic career; accordingly, he decided to enter the college recently opened by the Evangelical Association at Plainfield.

Rassweiler entered Plainfield College in the fall of 1862 and, like many students of the period, continued to teach district schools while pursuing collegiate studies.<sup>9</sup> He enrolled in the Normal Course, receiving a diploma in 1867. In addition to being employed as a tutor, he was enrolled as a senior in the Scientific Course of the college, receiving the Bachelor of Science degree in 1868. According to the records, Rassweiler was the first graduate of the Scientific Course. In recognition of his ability as a teacher and scholar he was selected professor of Mathematics and Natural Science in 1868, remaining at the college for a period of twenty years, the last five as president. He was active in the extra-curricular program and was one of the founders of the Alumni Association. His major interest being in the field of the natural sciences, he also assisted in the founding of the college museum.

On January 1, 1868, Rassweiler was married to Susie Victoria Harlacher, daughter of Joseph Harlacher, a pioneer in the college movement in the Evangelical Association. Rassweiler and Miss Harlacher met while both were students at Plainfield and the romance that ensued resulted in one of the first marriages contracted between students of the college.

The tall and dignified Rassweiler, with a neatly trimmed beard, was described by some as the most handsome member of the faculty. He possessed a dynamic personality that contributed to his success as an instructor and that enhanced his popularity with students.

It should also be observed that the faculty of Plainfield College was very much influenced by the intellectual and moral climate of

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<sup>9</sup> During 1863 he taught school 120 days and attended Plainfield College twenty weeks.

Oberlin College. The fact that Oberlin was one of the first institutions to open its doors to women and to grant a college degree to females left its imprint on the co-educational philosophy of the founders at Plainfield. A. A. Smith had been both an administrator and student at Oberlin. His son, H. C. Smith, was a graduate of that college. It has already been noted that John E. Miller and his wife were both graduates of Oberlin. Thus to the young institution already inspired by the Evangelical doctrines of Jacob Albright carried westward by the frontier Germans, the faculty of Plainfield College brought the spirit and advanced educational philosophy of New England Congregationalism, to leave its vestige in North-Western College.

Two events of major importance occurred while the college was still located at Plainfield: the first in point of chronology was the changing of the name of the institution from Plainfield College to North-Western College. This was the consequence of an action of the Board of Trustees meeting on December 13, 1864. This, as most would agree, was a more dignified title and remained the official name of the school for over sixty years.

The second action of general importance was the passage of a special law by the Illinois Legislature entitled "An act to incorporate North-Western College in force on February 15, 1865."

Many protestant associations founded colleges in the Middle West during the nineteenth century. These institutions were often imperfectly planned and poorly endowed, and only a minority of these struggling colleges survived the strains of time. Initial policies at the time of founding were sometimes responsible for success or failure of an institution. It is a point of fact that some of the Evangelical institutions in the East did not survive the Civil War period. Gingrich and Barth, in their *History of Albright College*, specify how the authorities at Plainfield were able to profit from the unfortunate experiences or failures of the early Evangelical institutions. They expressed this view as follows: "From the experiences of Albright Seminary at Berlin in 1853 the westerners learned not to expand too rapidly. From Greensburg Seminary they learned to select their faculty members with great care, and from Union Seminary they learned not to spend all their money received for scholarships in erecting a building."

## CHAPTER 3

### CURRICULAR BEGINNINGS

The first college catalog outlined four courses of study: the ladies', the preparatory, the collegiate, and the teachers'. Students enrolled only for the preparatory or the ladies' course since there were no college enrollees the first two years and the training of teachers was not initiated until the arrival of President Smith in the autumn of 1862. The first college class was organized during the year 1863-64 when a total of six students entered the higher studies as freshmen. The students who comprised the first college class included Charles A. Bucks, Edward C. Hagar, LeGrand Snyder, Henry W. Young, Julia A. Luce, and Sylvia A. Pratt. Only Pratt, Bucks, and Hager completed the requirements to become early graduates of the school.

Before the termination of the first year's work, a total of 243 students (123 men and 120 women) enrolled. Of these enrollees 197 were from the local village or surrounding area, making the institution largely a Plainfield preparatory school that first year. Because of their irregularity, probably no more than half of the above total were in attendance at any one time. Many were deficient in the common English branches, or elementary subjects, and could be classed only as sub-preparatory. Only five were classified as senior preparatory (senior in high school) in 1862-63. The diversion in age and educational background of the early students made classification almost insuperable. Ages varied from a maximum of twenty or more to a minimum of possibly eleven or twelve. By the fall of 1863 the range in preparation measured from those pursuing elementary subjects to the few qualified to probe the higher studies.

The closing years at Plainfield brought an increasing number of students from outside the state of Illinois. In the opening year over 80% of the students were from the local community. However, this percentage had declined to around 50% by 1865 and to approximately 40% the last year of operation in Plainfield; therefore, the charge that the college was a local or a Plainfield institution was becoming less realistic even before the removal to Naperville. By 1869 there were students from Ohio, Ontario, Iowa, Minnesota, Wisconsin, New York, Pennsylvania, and Indiana, indicating that the college was beginning to render greater service to the church.

The leaders of the church at the time the college was founded realized that instruction in sub-collegiate courses would be essential for several years. Much of the discussion in the church conferences concerned the value and need for high school training rather than



college education. Many students still had to depend upon the private schools or academies for their education. Secondary education was not prevalent in the Middle West in 1861, as the great expansion in the public high school system did not occur until after the Civil War.<sup>1</sup> It was apparent that a large majority of the young people of the church looking forward to a career in religious service or some other profession would need secondary training as a prerequisite for admission to colleges or seminaries.

The preparatory instruction which attracted a large majority of the students throughout the Plainfield era extended over a two-year period, with each year divided into three terms. The following is the course of study offered in the Preparatory Department the opening year:

*First year:* First term—Latin Grammar, New Liber Primus, Arithmetic, Elocution

Second term—Liber Primus, Arithmetic (completed)  
English Grammar

Third term—Caesar, Greek Grammar and Lessons,  
English, Analysis

*Second year:* First term—Caesar, Greek lessons, Algebra

Second term—Sallust, Anabasis, Algebra

Third term—Cicero (Four Orations), Anabasis, Algebra (reviewed)

The three-term system was designed to harmonize with the periodic or seasonal nature of farm production. The closing of the fall term on November 30 was contemporaneous with the completion of corn harvesting; whereas the closing of the winter term on March 8 made possible the return of farm boys to the fields for the planting season.

The second year, 1862-63, found the preparatory offering essentially the same with the addition of Modern Geography and Intellectual Arithmetic. This offering was particularly designed to prepare freshmen for entrance to the Classical Course on the college level and remained the core of study for the Preparatory Department to the close of the Plainfield period. All candidates for the freshmen class in college were examined in Latin grammar and Anabasis, arithmetic, and algebra. It should be noted that in the Preparatory Course the main emphasis was placed upon the classics with recognition given to English studies and practical arithmetic. This course of study was similar to that found in the old Latin Grammar School in New England and to the training in the various academies of the period.

The school publications carried a brief statement concerning the education of young ladies. The quotation emphasizing that "the

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<sup>1</sup> There were only forty-four public high schools in the nation in 1860.



college is open to ladies as well as gentlemen" seems unique since few colleges or universities admitted women in this early period.<sup>2</sup> While North-Western was dedicated to the principle of co-education, the feeling prevailed that women were less capable physically to withstand the mental strain essential for high intellectual attainments.

The first catalog outlined a Ladies' Course of four years' duration which was reduced to three years at the beginning of the second year. This study carried a schedule somewhat reduced from that of the classical. Latin was optional and the general requirements less specialized; however, it would be considered a difficult program to the social-minded co-ed in American colleges today since the required subjects included such basic disciplines as algebra, history of the English language, history, geometry, physiology, rhetoric, logic, chemistry, astronomy, botany, and philosophy. While it was perhaps anticipated that most women would enroll in the Ladies' or Teachers' Course, the catalog was careful to emphasize that females were not restricted from the Classical studies.

The Teachers' Course of three years' duration was of special interest to Smith because of his many years of experience as an educator and as a school examiner. In 1865 the title of the Teachers' Course was changed to "Normal Course" and beginning in 1870 was merged with the English Preparatory. The Teachers' Course in 1862-63 included the following schedule:

*First year*—Orthography, Penmanship, Intellectual and Written Arithmetic, Geography, Analysis, Elocution, Algebra commenced, Natural Philosophy.

*Second year*—Algebra finished, Geometry commenced, Physical Geography, Physiology, History, Bookkeeping, Botany, Rhetoric, Science of Teaching.

*Third year*—Geometry finished, Trigonometry, Chemistry, Logic, Mental Philosophy, Evidences of Christianity, Moral Philosophy, Constitution of the U. S., Science of Teaching.

The Normal Course became a popular program at Plainfield and as early as 1864 a total of 38 men and 37 women were enrolled. This study was utilized for entrance to college (particularly in the scientific course) and as preparatory to teaching and was perhaps the shortest avenue to a position for men and about the only professional opportunity for women.

The basic college offering at Plainfield was called the Collegiate Course during the first two years of the institution's history, but beginning in 1863 took on the name "Classical." The three-term

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<sup>2</sup> The University of Iowa in 1858 was the first of such state institutions to open its doors to women. This was only three years before the founding of Plainfield College.

system was followed in the college program, although some courses extended throughout an entire year. Although the Classical Course was considered by the faculty as an ideal program for a college career, it was never popular with many students and the preference for the more modern and practical studies was evident from the beginning. The content of the Collegiate or Classical Course as described in the first annual catalog of 1861-62 was as follows:

- (a) *Freshman year* *Authors of books*  
*First term*  
 Geometry (four books) ..... Davies Legendre  
 Virgil ..... Frieze  
 Heroditus ..... Wheeler  
 Latin Prose Composition ..... Arnold  
*Second term*  
 Geometry (five books)  
 Application of Algebra to Geometry .. Davies Legendre  
 Livy ..... Lincoln  
 Iliad ..... Owen  
 Latin Prose Composition ..... Arnold  
*Third term*  
 Plane and Spherical Trigonometry ..... Davies  
 Mensuration of Surfaces and Solids  
 Livy ..... Lincoln  
 Horace Satires ..... Lincoln  
 Memorabilia ..... Boise
- (b) *Sophomore year*  
*First term*  
 Surveying ..... Davies  
 Algebra (reviewed) ..... Davies University  
 Horace—Odes and Epistles  
 Demosthenes de Corona ..... Champlin  
 Greek Prose Composition ..... Boise  
*Second term*  
 Analytical Geometry ..... Loomis  
 Isocrates  
 Tacitus, Germania and Agricola ..... Tyler  
 Greek Prose Composition ..... Boise  
*Third term*  
 Differential and Integral Calculus ..... Loomis  
 Botany ..... Gray  
 Physiology ..... Cutter
- (c) *Junior year*  
*First term*  
 Olmsted's philosophy  
 Mechanics and Hydrostatics  
 Greek—Georgias of Plato ..... Woolsey  
 German ..... Woodbury

*Second term*

Olmsted's Philosophy	
Pneumatics, Elec, Mag, and Optics	
German Reader	Woodbury
Logic	Whately

*Third term*

Astronomy	Olmsted
Rhetoric	Newman
Chemistry	Silliman

(d) *Senior Year**First term*

Chemistry (with lectures)	
Mental Philosophy	Wayland
French	Fasquelle

*Second term*

Political Economy	Wayland
Moral Science	Wayland
Mental Philosophy (continued)	
French	Fasquelle

*Third term*

Mineralogy	Dana
Geology	Hitchcock
Butler's Analogy of Natural and Revealed Religion	
Evidences of Christianity	Hopkins <sup>3</sup>

A second Collegiate Course known as the Scientific was introduced at Plainfield in 1867. It differed from the Classical in that Greek was eliminated, Latin was required only in the freshman year, and greater specialization was provided in the sciences. Students completing the Scientific Course were awarded the Bachelor of Science degree. It has been observed that the first graduate of this course was H. H. Rassweiler, later a professor and college president, who graduated in the class of 1868.

The early catalogs stated specifically that examinations for all classes were given at the close of each term and general or final examinations given each spring during the week preceding commencement. A very careful analysis was made on the work of each student from day to day. Every recitation and examination was marked, and a careful record of both the attainments and the delinquencies of each student was maintained. Complete information concerning the progress and deportment of each student was furnished upon the request of a parent.

<sup>3</sup> Annual catalogs from 1861 to 1870 record the textbooks used in each course of study. These publications were written by leading authorities in the various fields in the nineteenth century. They were included among the textbooks in many colleges and universities of that period.

The most controversial curricular issue at Plainfield was the question of instruction in the German language. The language controversy in the Evangelical Church at Plainfield was one of the most bitter of such disputes in the Illinois Conference. About 1865, the college came under criticism of certain members of the German constituency that the native language was not receiving proper recognition or consideration. Possibly some German families sensed a direct threat to the culture, institutions, and language of the "Fatherland" in a college whose basic instruction was in English.

The *Evangelical Messenger* published an article prepared by Smith in answer to the German critics of the college. The article, concurred in by Professor Rhodes, Professor Leas, and Agent Rohland, was a direct attack upon those who held the view that German was of equal importance with English in colleges and in preparation for citizenship in America. After elucidating the fact that English was the language of our legislative halls, our courts of justice and of society generally, the president clothed his discourse in patriotic terms, that training in English would "destroy clanship" and tend to remove prejudices based upon nationality. It would promote a more rapid assimilation of national groups into American society.

Although the preceptive arguments of Smith temporarily allayed the critics, the question arose intermittently until the turn of the century. The inauguration of the German Course in 1866 was in part a concession to these critics. This course extended over a two-year period with a study of Woodbury's *Grammar and Reader* the first year and the reading of such works as Schiller's *William Tell*, *Wallenstein*, extracts of Goethe's prose and Klopstock's *Messiah* the second year.

While it was 1869 before the catalog carried instructions concerning college degrees, records indicate that they were first awarded in 1867. Those completing the Classical Course were awarded the Bachelor of Arts, those completing the Scientific Course, the degree of Bachelor of Science. Diplomas were awarded to those completing the Ladies' Course or the Normal Course and a certificate of attainment was granted for completion of the German Course.

For the historian presenting the list of graduates of the early period, it is perhaps essential to make a distinction between those who completed the collegiate requirements, receiving bachelors' degrees, and those who finished requirements in the sub-collegiate courses, receiving certificates or diplomas. The first three graduates of the school (class of 1866) included Florence Sims and Laura Pratt, who completed the work of the Ladies' Course, and B. F. Dreisbach, who completed the Normal Course. The first commencement was



held in June, 1866, honoring the achievements of these students with diplomas.

The first students to complete the regular college requirements were Charles A. Bucks and E. C. Hagar. They were awarded the Bachelor of Arts degree for completion of the Classical Course in appropriate commencement exercises in 1867. Those students had enrolled as members of the first college class back in 1863 and by continuing their studies received the first college degrees. At the same commencement four ladies were granted diplomas for the completion of the Ladies' Course: Melissa Davis, Mattie Dreisbach, Mary A. Knobel, and Anna Rohland.<sup>4</sup>

One of the most notable historical features of Plainfield College was the small number of degrees or diplomas granted for completion of the various curricular offerings.<sup>5</sup> The small number of graduates may have been a source of disappointment to local promoters and to the leading officials of the church. The number seems unusually small when compared with total enrollment figures for the nine academic years at Plainfield which was 219. This low ratio of graduates to total enrollment was perhaps comparable to the average college in the Middle West in the sixties. This was the result of a number of factors, including lack of academic background of students, financial problems, difficult course requirements, ample opportunities for a student with only a year or two of academic work, and the general lack of that degree-consciousness which was so apparent in later years. The casualties in each course were high, since many students came only for one term and left before taking examinations. Many were local students from Plainfield who came for brief training in the preparatory courses with no qualifications, interest or ambition in the advanced studies. Even among some leaders of the Evangelical Association there was a question as to the need of a college degree for the prospective minister. Many called to preach could not see the wisdom of devoting so much time to college requirements and then to seminary training.

Instruction in music was instituted at Plainfield College in the fall of 1862 when H. C. Smith assumed duties as professor of Vocal and

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<sup>4</sup> B. F. Dreisbach and Mattie Dreisbach were brother and sister of Mrs. H. C. Smith.

<sup>5</sup> Only six students met the prescribed requirements of the college and received college degrees during the Plainfield period: Charles A. Bucks, Edward C. Hagar, H. H. Rassweiler, George Sindlinger, C. F. Rassweiler, and G. C. Knobel. Some twelve students completed the work required in the Preparatory Course.

Instrumental Music in September of that year. Instruction in vocal music was given to all who elected it without charge, with a class for beginners and another for advanced students. A course in piano was given by Smith with the following charges: tuition per semester, \$8; use of piano, \$3; use of melodeon, \$2. The need for improved facilities for musical instruction and for chapel services was sensed by the Trustees when, at their meeting in November, 1869, the faculty and the agent were instructed to purchase a cabinet organ for the chapel at a cost of not over \$200. The professor of music was to hold concerts with the avowed purpose of raising money to defray the cost of the instrument.

A visiting committee in 1867 commended the instruction and the strategic role of music in the education of young men and women. The visitors lamented the fact that so few parents appreciated the value of music in the training of young men. The committee held that by the influence of music "many a young man had been saved from spending his evenings, and often his nights, in scenes of dissipation and vice."

A system of numerical grading was established from the beginning on the basis of the following scale: 3, perfect; 2, passable; 1, very deficient; and 0, total failure. One might logically deduce that a 3 would be comparable to an A under the current system, 2 to a C, 1 to D, and 0 to an F. A scholarship report for one of the first college students, Julia Luce, is extant. This report for Miss Luce at the close of the winter term in 1863 in the three studies of Anabasis, Caesar, and Sallust indicated that she received a grade of 3, which was measured as perfect scholarship.<sup>6</sup>

#### Enrollment in Plainfield College 1861-1870

<i>Year</i>	<i>Sub-College</i>		<i>Collegiate</i>		<i>Total</i> <sup>7</sup>
	<i>Ladies</i>	<i>Gentlemen</i>	<i>Ladies</i>	<i>Gentlemen</i>	
1861-62 .....	123	120	0	0	243
1862-63 .....	82	93	0	0	175
1863-64 .....	110	130	2	4	246
1864-65 .....	90	110	0	4	204
1865-66 .....	84	158	0	2	244
1866-67 .....	59	128	0	6	193
1867-68 .....	57	99	0	20	176
1868-69 .....	59	104	0	30	193
1869-70 .....	65	131	0	17	213

<sup>6</sup> Miss Luce, a member of the first regular college class to be organized at Plainfield, died sometime in the fall of 1863, the first recorded death of a college student.

<sup>7</sup> Because of high student turnover the total number for a particular year was probably never achieved at any specific time.

**Geographical Distribution of Students Enrolled at Plainfield  
for Two Representative Years: 1861-62 and 1869-70**

1861-62 (First year at Plainfield)	1869-70 (Last year at Plainfield)
Illinois ..... 220	Alabama ..... 1
Indiana ..... 2	Illinois ..... 156
Iowa ..... 2	Indiana ..... 10
Michigan ..... 1	Iowa ..... 8
Missouri ..... 3	Michigan ..... 4
New York ..... 1	Minnesota ..... 2
Ohio ..... 6	New York ..... 3
Pennsylvania ..... 2	Ohio ..... 10
Wisconsin ..... 2	Pennsylvania ..... 1
Germany ..... 1	Wisconsin ..... 14
	Canada ..... 2

A total of 190 were from Plainfield.

A total of 86 students were now enrolled from Plainfield.

## CHAPTER 4

### RULES AND STUDENT LIFE

Scattered references throw brief light on the extra-curricular or everyday life of the student. While source material on the daily routine of students is meager, sufficient information is available to demonstrate the fact that the life of the student was thoroughly supervised by a system of detailed by-laws and regulations. The absence of rules or even self-regulation would have opened the institution to severe criticism, not only by the church, but also by parents, local friends, and patrons. The catalogs carried a paragraph informing all parents and prospective students of the philosophy behind the strict system imposed by the authorities. "Laudable motives" were to be enforced upon the mind of each student with the basic aim to make the supervision "strictly parental."

The students' day began at five-thirty, when the bell awoke them for study until breakfast. Following breakfast came study hours and recitations which continued until noon. After an hour for lunch, recitations and study continued until four. Then again in the evening all students pursued their studies from seven to nine in fall and winter terms, and from seven-thirty to nine-thirty during the spring term. Lamps were extinguished at nine, leaving eight and one-half hours for rest. During study hours students had to be in their own rooms or at recitations and above all were not to annoy the occupants of adjoining rooms. Infractions were subject to penalties varying from demerits to suspension.

The week-end activities of students were carefully planned by the authorities but allowed somewhat greater freedom on Saturday when the morning study hour extended from eight until eleven only. The afternoon hour from two until three was allocated for business correspondence; then from three to five came the opportunity for personal correspondence to one's friends or relatives. All students had to attend worship on the Sabbath and all reading and study was confined to the Bible, religious papers or sacred publications.

A total of twenty-two rules called the "By-Laws of Plainfield College" were printed in the catalog for some twelve years. The following quotation is taken from the second catalog:

1. Study hours shall be as follows: From 5½ A. M. to breakfast, from the first bell after breakfast to 12;—from 1 to 4 P. M. and from 7 to 9 during the Fall Term, from 6½ to 9 during the Winter Term; and 7½ to 9½ during the Spring Term.



2. During study hours students must be in their own rooms or at recitations, and must abstain from whatever may annoy the occupants of adjoining rooms.
3. Punctual and regular attendance at Prayers in the Chapel, at Church on the Sabbath, and at every recitation or other exercise enjoined by the Faculty are requested of all students.
4. No student shall absent himself from any recitation, lecture, or other exercise enjoined upon him, without permission previously obtained from the teacher who conducts or superintends it. But if it be impracticable to obtain such permission, he shall render a sufficient excuse at the next exercise, and more than three unexcused absences shall subject the offender to unconditional dismissal.
5. Leave of absence from town, from Prayers, and from public worship must be obtained from the President.
6. No student can honorably leave the institution before the close of the term for which he enters, without previously obtaining permission.
7. All wrestling, running, jumping, stamping, scuffling, or other rude or boisterous noise, are especially forbidden at any time in any part of the College building.
8. Students are required to be in their rooms at and after 10 o'clock at night; and after 9 o'clock in the evening as well as during study hours, to refrain from all social visiting, loud talking, or making any other noise which might interrupt the repose or study of others.
9. No student shall throw water, dirt, or anything offensive or dangerous from the windows of the College building.
10. Damages done to the building or other property of the Institution, shall be paid for by the author or authors.
11. No student shall at any time or place use any intoxicating liquor as a beverage.
12. No student shall either chew, smoke, or snuff tobacco in the College premises, and all the students are requested to abstain entirely from the indulgence of this pernicious habit during their connection with the Institution.
13. Students are required to refrain entirely from the use of profane language, from the violation of the Sabbath, from card playing and other games of chance, and in general, to observe all the laws of common social morality.
14. Students are prohibited from unnecessarily frequenting groceries, taverns, and other similar places of public resort.
15. Young ladies and gentlemen are not allowed to walk together for recreation, or ride in company without express permission.

16. Students are prohibited upon pain of expulsion from visiting those of the other sex at their rooms, or receiving visits from them at their own rooms, except by special permission from the President or Lady-President.
17. No student can attend mixed assemblages or parties of any kind without permission.
18. Literary Societies may meet one evening each week for common Society purposes, the evening to be designated by the Faculty. No special meetings shall be held during study hours. The Constitution and By-Laws of Societies must be approved by the Faculty, and the usages of Societies shall be at all times open to the knowledge and inspection of the Faculty.
19. No society shall hold a public meeting without leave obtained from the Faculty, nor shall any public speaker be appointed—nor any address, essay or other exercise presented at any public meeting of the Literary Societies—without the approbation of the Faculty.
20. If any student shall pertinaciously refuse to testify in a case of trial before the Faculty—he may either be suspended, dismissed, or expelled at their discretion.
21. Every student is required to settle his bills with the Treasurer at the commencement of the term. No student shall be permitted to recite till he shall have obtained a certificate that he has complied with this regulation.
22. For the violation of these and other rules of the College students shall be liable to fine, private or public reproofs, suspension or expulsion.

The catalog issued in 1866-67 contained some additions to the current rules and regulations:

8. All loitering in the public halls, on the steps, or in any of the vacant rooms, between recitations or at any other time is expressly forbidden.
9. Whispering or communication of any kind during recitation, rhetorical exercises, prayers, or other exercises of the college is forbidden.
13. No student is permitted to join or attend a secret society while connected with the college without permission.

To the modern observer the rules and regulations appear to have bordered on the tyrannical or even the ridiculous, and today one is likely to smile in avowed skepticism at this system of discipline. It seems so remote from the ideas of progressive educators of a later era; however, a study of the history of contemporary institutions including state universities in the 1860's reveals similar rules and restrictions on student conduct.

Smith and the early leaders of Plainfield College looked upon the moral training of students as the highest objective of education. To them the most noble objective of the teacher was to mold and build a solid foundation based upon Christian character. Intellectual advancement independent of moral training was unthinkable. President Smith in a report to the Board of Trustees in 1869 included one of his many statements concerning the purposes of Christian education: "When the spiritual nature receives the greatest care, when the transformation of the soul into the image of the Maker, and its consequent highest development over-tops and crowns all other kinds of culture, then it is that the true end of education is fully realized. May this kind of culture ever take precedence over all other at North-Western College."

Evidences of the interest in character building and the insulation of students from some of the "evils and sins" of the world were noted in discussions and resolutions of the Board of Trustees. In March, 1867, the Board gave full approval to the rules of the college and voted to sustain the professors in their literal enforcement. The Board expressed fear of the influence of local saloons on student character when in 1868 the body adopted a resolution petitioning the Illinois legislature to enact a measure prohibiting the sale of intoxicating liquors within two miles of the college building.

Faculty reports frequently indicated that the greatest disciplinary problems came from students living in the town. This would seem logical since these people had less faculty supervision, at least in off-campus hours. It was indicated that part of the difficulty came from the number of unauthorized sociables planned by students and frequently announced from the pulpits. Consequently the faculty exhibited skepticism toward sociables, particularly if they were conducted by the students. The Board reflected its interest in the matter by forbidding the holding of social festivities in the chapel. Although the use of tobacco was clearly prohibited by rule number 12 published as early as 1863, the Trustees added their disapproval by resolving that all students refrain from this practice.

An early conflict between "town and gown" came in what was later known as the "sham programme conspiracy." The so-called conspiracy was instigated when certain young gentlemen of the village became affiliated with the literary societies of the college. These young men, free from the restrictive influences of the college, sought to control these organizations and to direct them along paths contrary to the purposes of the school. The faculty then passed a decree closing the societies to membership outside of the college. This decision enraged some of the more belligerent and mischievous members from the town, who organized a secret society holding meetings at

night in an old unoccupied church building. The conspirators drew up a very strict code of secrecy and honor; one of the penalties for revealing the secret ritual was a ducking three times in the Du Page River.

The clique managed to enlist some college students from whom they learned the contents of programs for public entertainment and of exercises in the college chapel. These they travestied in a very insulting and ridiculous manner. The intrigue apparently was carried on for some time before a student detective was initiated into the group and revealed all the secrets to the faculty. At the next public entertainment President Smith arose before a large audience with one of the programs and their entire secret code in his hands, exposing the farcical plot. According to the records there were some "desperate characters" among the conspirators but the fearless denunciation by the president routed the guilty and ended the sham program conspiracy.

A more positive approach in character building came in the religious emphasis on campus which was evident from the beginning. The first catalog stated that the exercises of each day began with scripture reading and prayer, which were compulsory for all students, as was attendance at public worship on the Sabbath. A faculty committee supervised not only attendance at church but also deportment at worship. The non-sectarian character of the college became traditional and was expressed in catalogs: "No effort is made, none will ever be made to teach the peculiarities of any sect; even the prejudices and conscientious scruples of those who entertain any will be respected."

The religious experience of students was further enriched by the series of revivals held usually during the winter term. Typical of the revivals was the one that began on January 2, 1864, when, despite the snow and bitter cold, it was reported that "some forty or fifty souls professed saving grace, the majority of whom were students." It was likewise reported that Professors A. A. Smith, Rhodes, Miller, and Heidner were faithful workers in this revival. The next year a revival was held in both the Evangelical and Methodist churches with some fifteen conversions, the majority being students. Practically all the early reports of the faculty to the Board speak of the conversion experiences of students during that academic year. This was unquestionably happy news to some of the leaders in the church who had been skeptical of the influence of higher education upon the denomination in general and more particularly upon the faith of students.

D. B. Byers, a minister of the Illinois Conference, wrote of a revival at Plainfield in February, 1863, in language that was inspired



by the military tactics and strategy of the Civil War. This campaign by "Christian soldiers" was summarized in the following military terminology:

Last night the fort was stormed at the point of the bayonet, with heavy loss to the enemy—our glorious banner could be seen waving proudly from the top of the enemy's works, and the shouts of victory was general. I am sorry to state, however, that from the nature of the location, it was impossible to cut off the enemy's retreat; yet our forces are pressing him hard, and the prospect is that we will bring in quite a number more prisoners. . . . Some 15 have already taken the oath of allegiance, have been pardoned by our great commander-in-chief, uniformed and equipped, and are now standing in our ranks, determined to defend the cause of Immanuel to the last.

Because of the special relationship of the college to the church and "the need of students for spiritual guidance," the Board of Trustees in 1867 went on record in favor of establishing a college chaplaincy. The interested conferences were urged to discuss this possibility. Although the college chaplaincy was not established, the Board did pass a resolution instructing the faculty and the agent to prepare a course of instruction in theology to commence with the school year 1870-71. Instruction in theology did not begin, however, until 1873-74, when Union Biblical Institute was established at Naperville.

The major opportunity for student expression and perhaps initiative, aside from formal recitations, came in the meetings of the literary societies. By 1863 a number of literary societies were already functioning, and by the close of the Plainfield period the Philologist, the Phi Beta Kappa, the Laconian, the Columbian, the Neocosmian, the Philorhetorian, and the Philodelphian had been organized. Some of the societies appear to have been inactive or possibly to have had only a brief existence.

The first catalog and the discourses of the president and faculty extol the educational training of literary societies in terms of the mental discipline imparted to all participants. These organizations served to promote public relations since citizens of Plainfield could attend their exercises and for a brief period could participate as members. Assurance that the societies would harmonize with the purposes of the college was guaranteed by provisions that their constitutions, by-laws, and public exercises be under the supervision and special guidance of the faculty.

The societies held frequent exercises with the final display of their talents and literary merit at the end of the year. The Phi Beta Kappa Society presented a public exhibition in June, 1864, with essays, de-

clamations, discussions and a "stump speech" on the subject, "Subversion of Our Government," showing interest in the civil conflict. The Laconians, Neocosmians and Philorhetorians all participated in the second annual commencement exercises in 1867.

The Philorhetorian, a German literary society, was founded by Heidner in 1864. Chester Attig, in his brief history of the college, states that the organization had for its motto: "Durch's Schoene Zum Guten," which translated meant "Through the Beautiful to the Good." All exercises of the society were presented in German, and an observer attending a meeting of the group in 1867, not understanding the language, indicated that "the orations appeared easy, energetic, and earnest."

The society at Plainfield which has bequeathed to history the most complete record of its proceedings was the Neocosmian, which held its last recorded meeting in the spring of 1870. The preamble of the organization declared as its objectives: mutual improvement in elocution, composition and debate, and cultivation of general intelligence. In the pursuit of these objectives the society emphasized respect for the opinions of others, a command of temper or disposition in relations with others, and a search for Truth. A very elaborate constitution and by-laws were written for the operations of the society.

The Neocosmians evolved twelve major steps in the order of their exercises: Prayer, roll call, reading of minutes, installations, readings, debating, decision, appointments for the next meeting, opportunities for membership, new business, critics' report, and adjournment. Questions discussed and debated covered diverse fields of interest but were mainly concerned with political and social issues. Some of the questions considered during 1867 and 1868 pertained to the effectiveness of capital punishment, merits or demerits of women's suffrage, education vs. riches for happiness, or whether drunkenness or slavery causes more misery. A subject debated on George Washington's birthday in 1867, hardly in keeping with the spirit of that holiday, was "Resolved, that money exerts a greater influence on the mind of men than women." Perhaps the anti-British feeling growing out of the Civil War was the occasion for a debate on the question, "Resolved, that the United States should declare war on Great Britain." Fortunately peaceful persuasion prevailed and the negative won the debate.

The most direct contact between the school and the community came in the public exercises and exhibitions at the close of a term, or at the end of an academic year. These were held in the chapel with a capacity crowd in attendance. In the absence of other activities these early college exercises created great excitement and public interest in the village of Plainfield.

The final exercises held at the close of the first year came in the afternoon of June 26, 1862. No indication was given of the duration of this first exercise in the history of the school, but it must have consumed much of the afternoon as there were twelve orations, as well as seven vocal and instrumental selections and two prayers. For the public exercises held at the close of the winter term on March 3, 1864, it was reported that the chapel was crowded to capacity for the exhibition. The general order of exercises was the same as that given in 1862, with the exception that this exhibition shows the greater influence of the literary societies with a discussion and the addition of a dialogue. The exercises also show the influence of the Civil War on college thinking and sentiment:

Music—Prayer—Music

Essay—"Clouds" ..... Florence Sims

Oration—"Martin Luther" (German) ..... C. A. Bucks

Essay—"Twilight" ..... Louisa Frasier

Music

The Student Portfolio, Vol. I ..... Maggie Van Horn

Essay—"Life Is What We Make It" ..... Rebecca Kesser

Oration—"The Present War" ..... S. L. Mottinger

Music

Essay—"Our Village Graveyard" ..... Lavina Dillman

Essay—"The Earth" ..... Hannah Corbin

Discussion—Resolved, that it would be just and right for the  
U. S. Government to treat Rebel prisoners as Union captives  
are treated by the Rebels.

Aff.—E. C. Hagar

Neg.—George B. Foster

Music

Dialogue—"Intemperance" ..... E. A. Drew  
Characters—

An advocate of the Maine Law ..... Amanda Dillman

An advocate of Moral Suasion ..... Libbie Clingman

A Fashionable Lady ..... Emma Bliss

A Drunkard's Daughter ..... Florence Sims

Music

Oration—"German Literature" (German) ..... A. Huelster

Essay—"What is Worth Doing at all is Worth Doing Well"  
..... Sylvia Pratt

The Student Portfolio, Vol. II ..... Helen Miles

Music

Benediction

Because of the difficult academic program, the rigid study schedule, and the lack of appreciation of physical culture, the students apparently found little time or occasion for play. To what extent the serious student was able to lay books aside and indulge in brief periods of exercise or play, it is impossible to determine. While this was long before the period of organized physical activity, it is a

point of curiosity that the third annual catalog (1863-64) included a brief section on gymnastics. The section records that free instruction on a daily basis was given under a competent teacher affording "pleasant and agreeable exercise" for all who wished to avail themselves of this privilege. Even more astounding was the statement that the class was open to ladies as well as gentlemen. This is the only reference to gymnastics in the catalog for years to come.

The college community at Plainfield was particularly saddened in the early months of 1864 by the prevalence of an epidemic called, in the *Evangelical Messenger*, "cerebro spino meningitis." The epidemic, which baffled doctors in this community in the 1860's, made its appearance at the close of a revival, which an observer reported as a success "in conviction and conversion of sinners." The college faculty and students were grieved by the death of a young lady student in an experience somewhat similar to the sorrow at the passing of Ann Rutledge at New Salem some thirty years before. This young lady, who fell victim to what was termed "cerebro meningitis," was Louise Ringle, who came to the college from St. Joseph County, Indiana. It was generally believed that the extreme cold of the very severe winter of 1863-64 produced the disease.<sup>1</sup> H. C. Smith spoke of some twenty-five deaths during the month of January, 1864, and classified the epidemic as "a spotted fever, or malignant typhus fever," reporting that some days there had been two or three funerals. Over fifty years later this tragic epidemic was still a vivid memory to Mrs. Smith who wrote of it in her diary.

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<sup>1</sup> The blizzard of January, 1864, was reported to be the most severe experienced in Northern Illinois in more than thirty years. Because of the snow and extreme cold few ventured from their homes and people experienced difficulty in maintaining comfort around stoves and fireplaces.



## CHAPTER 5

### COLLEGE AND THE CIVIL WAR

It was only natural that the early years of Plainfield College were greatly influenced by the momentous events of the Civil War. The meeting held at Plainfield to organize the first Board of Trustees took place only eighteen days after the bombardment of Fort Sumter. The war was already raging by the time the college opened its doors in the fall of 1861; the Battle of Bull Run had already been fought, military operations for supremacy in the Mississippi valley region were unfolding, and General George B. McClellan was planning his famous Peninsular campaign ending in the abortive effort to capture Richmond.

The college faculty and the student body were practically unanimous in their support of the Union cause during the Civil War.<sup>1</sup> This resulted in part from the fact that a large majority of the students came from the free states and from the particular areas that were most hostile to slavery. Another factor was the religious background of the students and their parents. A majority of the students came from German families, a national group intensely hostile to slavery and secession; others were descendants of New England families that had traditions in opposition to slavery. It has been observed that Augustine Smith since early in life had been a crusader against slavery and racial intolerance. Perhaps some of the students witnessed the operation of the underground railway system in their communities in Northern Illinois.

The Evangelical Association was ardent in its support of the Union. The Illinois Conference in 1862 conducted a service of thanksgiving at the request of President Lincoln for the victories won by the Union armies in the war. The service was described as one in which "deep emotion prevailed, and earnest prayers were poured out for divine guidance and vindication in the cause of Union and freedom." In 1863 the Illinois Conference heartily endorsed President Lincoln's Emancipation Proclamation. The Conference that year passed a series of resolutions again displaying the ardent sympathy of the Association for the Union cause and freedom:

*"Resolved, that we decidedly declare ourselves in favor of the suppression of the present wicked, murderous, slaveholder's re-*

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<sup>1</sup> Following the attack on Fort Sumter, flags were displayed on houses, schools, private homes, hotels and churches. Copies of the *Star Spangled Banner* and the *Red, White and Blue* were sold by the thousands in Northern Illinois.

bellion, by the adoption of all available proper measures, and therefore cordially approve of the humane and patriotic measures resorted to by our honorable president, A. Lincoln, commander-in-chief, in proclaiming the slaves of the rebels "forever free," considering it as a wise measure, well calculated to insure a speedy suppression of the rebellion and with it the removal forever of its grand cause, as also the establishment of our inalienable rights vindicated in the Declaration of Independence, and provided for in the Constitution."

Professor H. C. Smith, in his diary of the Plainfield years, records some valuable items of information concerning the college and the closing events of the war. The news of Lee's surrender at Appomatox on April 9, 1865, reached the Plainfield community on April 10. Professor Smith reported the great rejoicing which included orations in the evening and the illumination of the college building and the homes of some of the professors. This feeling, however, was reversed on April 15th when the news of the assassination of President Lincoln reached the village of Plainfield about 1 p.m. Whereas on the previous occasion the bells had tolled for joy, on this day they tolled for sadness.

Funeral services for the martyred President were held in Washington on April 19, 1865, with other services held throughout the nation.<sup>2</sup> A memorial service was held in the college chapel which was reported to have been very impressive since one of the speakers, Chaplain Dodge, had been intimately acquainted with the late President. On April 15, 1868, three years after the death of Abraham Lincoln, a fast day was observed in memory of the great emancipator and special services in his honor were conducted in the college chapel. For a few years school was dismissed on the anniversary of this tragic assassination.

The Civil War hatreds and the partisan bitterness it engendered did not by-pass the college community. Even the faculty was not immune to the emotions aroused by the war. One of the instructors writing during the Grant-Seymour contest for the presidency in 1868 alluded to the democratic party as responsible for the Civil War and as the party identified "with treason, cowardice and falsehood."

While the Civil War had adverse effects upon the young institution, they were perhaps less devastating than might be first assumed. A majority of the early students from Plainfield and surrounding areas were enrolled in sub-collegiate courses and were unlikely prospects for the draft or volunteer companies. The war may have had a slight effect upon the male enrollment and the

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<sup>2</sup> H. C. Smith, and perhaps others from Plainfield, traveled to Chicago to view the mortal remains of the martyred president.

numbers pursuing advanced studies. More disruptive to the infant institution was the fact that the war distracted attention from education. Interest was directed more toward the military outcome at Gettysburg or Vicksburg than the anticipated enrollment, sale of scholarships or the future of Plainfield College. To be sure, the effects of the civil conflict apparently were less notable at Plainfield than at more established institutions with larger enrollments. Memories of the tragic events of the Civil War nevertheless left their impact upon college life and thinking for the remainder of the Plainfield period.

## CHAPTER 6

### FINANCES AND SCHOLARSHIPS

During the Plainfield years the officials concerned with financial matters were known as agents. The official designated as general agent was primarily concerned with the financial operations of the institution on campus, while the traveling agent solicited funds in the field. About 1864 the office of traveling agent was abolished, retaining only the general agent, who became known as the treasurer after removal of the institution to Naperville.

The first annual catalog stated that the Board of Trustees had in operation a plan for the procurement of \$100,000 in endowment by the sale of scholarships. The opening of the school found the agents already in the field selling scholarship-notes.<sup>1</sup>

Shortly after the college opened, Esher, the first agent, resigned to take a position with the publishing division of the church at Cleveland, Ohio. Simon A. Tobias and Rudolph Dubs, assisted for a time by D. B. Byers, were then appointed as the college agents with special instructions to procure the funds considered essential for the successful operation of the college.

Tobias, a pioneer member of the Illinois Conference, had served the Evangelicals in this state since 1844. He was one of the promoters of the college movement in Illinois and, as we have observed, was an active member of the education committee that won the Plainfield properties for the institution.

Rudolph Dubs was born in Germany in 1837, and came to America at an early age. He soon joined the Evangelical Association and at the age of nineteen was licensed to preach by the Illinois Conference. His winning personality brought success in the sale of scholarships, and he served as agent until his resignation in 1863, when he returned to a special assignment in the church. Dubs was later honored by his election as bishop and during the 1880's was one of the leading figures in the Evangelical Association.

The enthusiasm engendered by the foundation of the new institution brought considerable success the first year, and by December, 1862, the agents reported scholarship-notes sold in the amount of \$51,000. Those wishing to purchase scholarships were urged to do

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<sup>1</sup> A scholarship-note entitled the holder to free tuition for one student for the duration of the terms of the agreement which in the early years frequently extended for a period of fifty years.



so before the coveted figure of \$100,000 was reached since after the projected endowment was secured no more of the notes would be sold. This policy was, of course, not followed and scholarship-notes were sold at later periods to the distress of future treasurers and college leaders.

The statement that the maximum endowment figure of \$100,000 would soon be attained was much too optimistic. In fact, by 1863 the financial reports showed an endowment figure of \$66,443; however, only \$28,268 was represented by cash while most of the remainder, including over \$36,000 was in scholarship-notes representing pre-paid tuition.

Many theories might be advanced for the failure of the agents to raise the desired goal for endowment. Traditionally it was assumed that the Civil War restricted college recruitment and procurement of funds. It seems that the first two years of the war curtailed the sale of agricultural products and brought depressed conditions to Illinois farmers partly due to the loss of the Southern market. This fact and the diversion of attention from education occasioned by the war must have adversely affected the financial beginnings of the young institution. However, after 1863 inflation came to the North and the farmer prospered from the sale of foodstuffs to the Union armies, which at inflated prices should have enhanced the raising of funds particularly during the latter period of the war.

It is true that some purchased scholarship-notes on an installment basis during the boom period of the war and found it difficult to meet their obligations in the deflationary period after 1865. Whatever may have been the causes for the failure to reach the \$100,000 figure, it soon became apparent that collection of the pledges was not an easy task. As early as March, 1863, the Trustees enacted a rule that all scholarship holders who would pay the full amount of their notes before July 1, 1863, would be allowed a ten percent reduction. This action may have encouraged some of those delinquent in their obligations to expect further reductions or possibly to even cancel their pledge. To counteract this trend of thinking, the Board took vigorous action in March, 1864, stating that under no circumstances could it relieve the obligations of any holders of scholarship-notes. The agent was specifically requested to collect both principal and interest, and in December, 1864, the traveling agent was instructed to call personally on all individuals who were delinquent.

The scholarship issue was a perennial problem facing the Trustees at Plainfield. In the spring of 1867 it was decreed that all holders pay eight percent interest on overdue installments beginning July 1 of that year. In the desperate quest for funds the agents occasionally

made oral agreements that later became an embarrassment to the authorities; for example, an individual in 1867 wrote a letter to the Board stating that he had purchased a scholarship on the condition that he be loaned a sum of money from the endowment fund below the current interest rate. The loan was authorized, but the requested interest reduction was rejected.

A typical scholarship-note was the one made out to Peter Krahle by Henry Rohland, general agent, and dated June 1, 1864. This note certified that the individual from Castle Grove, County of Jones in the State of Iowa, in consideration of the note for \$100 given to the general agent, was entitled to instruction for one student at a time in any department of the college during the regular term for a period of fifty years.

It is of some interest that this note was used over a period of fourteen years, the last beneficiary enrolling in the spring of 1878, a relatively short period since the note was legal until 1914. However, it was used by some thirteen students over the fourteen year period.

A custom most damaging to the future financial interests of the college was the practice of exchanging and renting the scholarship-notes. The Trustees sensed the danger to the future interests of the institution in this procedure and in 1866 prohibited the renting of these notes for more than a year. This expedient action incurred so much opposition in the church conferences that it had to be rescinded the next year.

The Board of Trustees in 1867 studied ways and means of increasing the endowment and went on record in favor of an increase in the fund by at least \$250,000. A committee of the Board recommended that a portion of this fund be devoted to the education of poor or needy students who might be recommended by the various conferences. This was later carried on treasurers' books as the "welfare fund." The agent was again instructed to go into the field in search of endowment and all ministers and laymen were asked to cooperate with the college official.

The failure to raise the projected endowment resulted in a salary scale below that found in more affluent Eastern institutions. In 1867 the stipend of the president was fixed at \$1,000 for the succeeding year and that of the professors at \$750. This scale remained more or less stable for a number of years.

Toward the close of the Plainfield years, the annual budget was slightly in excess of \$5,500. For the year 1867-68 receipts exceeded expenditures by the sum of \$18.75. The following figures give an itemized account of expenditures and receipts for that year:

*Receipts*

Interest on loaned money .....	\$2,449.71
Interest on scholarship-notes .....	1,829.25
Interest on government bonds .....	93.02
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Total interest .....	\$4,371.98
Received for coal .....	143.27
“ “ incidentals .....	477.99
“ “ grass .....	10.00
“ “ rent .....	134.00
“ “ tuition .....	226.47
“ “ collections .....	230.87
“ “ sundries .....	12.98
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Total receipts .....	\$5,607.56
Expenditures .....	5,588.81
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Surplus .....	\$18.75

*Expenditures*

Paid instruction .....	\$3,461.88
Traveling expense—Trustees .....	66.20
Sweeping .....	58.50
Making fire .....	54.79
Ringin bell .....	48.90
Coal .....	355.76
Catalogues .....	89.00
Cleaning college .....	38.08
Insurance .....	87.50
Kindling .....	4.66
Express charges .....	7.00
Glass .....	17.88
Stoves .....	30.03
Painting .....	27.02
Repairs .....	20.00
Envelopes, stamps .....	19.10
Chalk .....	8.15
Laundry .....	39.50
Agent (salary) .....	790.00
Moving expense .....	45.83
Traveling .....	199.50
Deposition and lawyers fees .....	26.95
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Total expenditures .....	\$5,496.03
Paid to endowment fund .....	92.79
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Total expenditures .....	\$5,588.81



Two items in the above budget are particularly interesting to modern financiers and educators. One is the relatively small amount spent for instruction, less than the salary of a single professor to-day. The other point of interest is the small figure collected in the form of tuition. The total cash collected from tuition for all students for one year was less than the amount paid by one student for one semester a century later.

The emergence of "a tight money" policy after the Civil War brought an increase in interest rates and by 1868 the Trustees were receiving nine percent on college loans. Real estate investments made up a large percentage of loans which had to be secured by property at least twice the cash value of the mortgage.

Early catalogs and sources in general indicate stability in the cost of tuition throughout the Plainfield era. This lack of fluctuation is difficult to analyze in view of the rising prices and inflation of the Civil War. Tuition for instruction in the Common English branches remained at \$4.00 per term. The course in Algebra, Philosophy, and Higher English remained at \$5.00 a term while the fee for Ancient and Modern Languages actually declined from \$7.00 in 1862 to \$6.00 by 1866. The only instructional increase came in music courses where the tuition rose from \$8.00 to \$10.00 for a term.

While the college was able to control the cost of its own services, particularly tuition, the authorities were unable to prevent the rise of outside expenses for students. The cost of board for students living in private homes increased from \$1.50 per week in 1861 to \$2.50 by 1865; the charge for board including laundry rose from \$2.25 to \$3.50 per week. Estimates of the maximum expense for a student for one year increased from \$100 at the opening of the school to \$150 by 1868.

The failure of the college administration to increase its fees in harmony with the inflationary pressures of the Civil War seems difficult to evaluate. Perhaps the limited nature of the college operations, and the lack of sensitivity of its services in relation to the national price structure account for this stability.

## CHAPTER 7

### BUILDINGS AND TEACHING FACILITIES

The first building, erected by the citizens of Plainfield for a high school, had been donated to the Evangelical Association for the use of the college. The building, completed shortly before the college opened, was described as a commodious three-story edifice, 70 feet by 46 feet, containing spacious recitation rooms, two large study rooms (one for gentlemen and one for ladies) furnished with improved seats and desks, a large chapel, society halls, and students' sleeping rooms. On top of the building was an observatory, affording "a beautiful and commanding view of the surrounding country." The front door on the west side of the building opened into a broad hall that led into the chapel on the east side. On the north and south sides of the hall were two recitation rooms; the upstairs, or third floor, served as a dormitory with two students assigned to each room.

Although the first circular and later publications announcing the opening of the school depict the college structure as "commodious," it must have been obvious almost from the beginning that the facilities were inadequate and the building far too limited in space. It seems incredible that a building of this size with an obviously limited number of classrooms could have afforded facilities for over 200 students. In addition there were housed in this limited structure a collection of geological specimens (perhaps not large at this time), globes, charts, philosophical treatises and the library. Classrooms in the basement had to be provided for the pupils of H. C. Smith and Emma Corbin in vocal and instrumental music. An alumnus, who attended one year at Plainfield, writing many years later spoke of the crowded conditions in this building indicating that this was one of the causes for the removal to Naperville.

The pursuit of additional boarding and rooming facilities in the village of Plainfield became more acute as the geographic area of the student body extended. The college was able to board only a very limited number in the regular building requiring most of the students to find accommodations in the village. As early as March, 1864, the Trustees adopted a resolution providing for the erection of a boarding house to cost \$4,000 as soon as the funds were available. Difficulties in collecting scholarship-notes and in financial problems in general prevented the erection of the much-needed dormitory or rooming house. D. B. Byers, writing in the *Evangelical Messenger* in February, 1865, criticized the Trustees for their failure to take action to secure the needed funds. While admitting that labor

was scarce and building costs high because of the Civil War, Byers held that money was plentiful and that "now is the time to begin the project." Finally, the year before removal to Naperville, in March, 1869, the Trustees approved the construction of a boarding house to cost not less than \$5,000, with two provisions: first, that the college would remain at Plainfield; second, that the citizens of Plainfield and vicinity would donate \$3,000 to the project. The executive committee was to appoint a special agent to collect the necessary funds. Removal to Naperville soon liquidated this project.

The library of the college had its beginnings through the voluntary contribution of volumes by friends and patrons. The annual catalog called upon supporters of the college for contributions of books to enlarge this teaching facility. A committee of the Board of Trustees investigated the library in December, 1864, finding it "small and very inadequate"; it was recommended that at least \$300 be appropriated by the Board, and that the agent call on friends and appeal in the church papers for donations of books. There is no evidence that the Board appropriated the funds suggested by the committee, but it did pass a resolution that the conferences of the church request each member to bind himself to collect at least \$5.00 during the year for the library at Plainfield College. This constituted the first of a series of appeals to members of the Evangelical Association for support of the library. Reports indicated a collection of forty-five volumes as of January 1, 1868; some thirty-four volumes were added during 1868 consisting largely of classical works and treatises on mathematics bringing the total to eighty volumes by the close of that year. It might be of interest to record that volume number one was the *Holy Bible* and number eighty *Webster's Unabridged Dictionary*.

An action by the Trustees in 1869 that would be quite unorthodox, if not ludicrous, today was a resolution requesting the faculty to have their photographs taken and sold for the benefit of the library. At the same session Professor G. Leas was thanked by the Trustees for a donation of \$50 and P. G. Dundore for contributing a showcase for the library. The first librarian of the college was J. E. Miller, who assumed this responsibility in addition to his regular teaching duties. Because of the instructional schedule of Miller, the library could be open only on a very limited basis.

A collection of geological specimens had been donated to the college by a friend the year the institution opened. In 1863 some geological equipment was donated to the college by the State of Illinois and Professor Miller was accorded special thanks by the Trustees for his labor in securing geological collections from the State. While the catalogs imply that the institution was well sup-

plied with philosophical treatises, the Board in 1864 decreed that the mineral and natural productions be increased.<sup>1</sup> The agent was instructed to call on friends and to try to obtain any specimens useful in the study of geology. No reference is made to laboratory equipment for chemistry since this subject was taught by the lecture method with a minimum of experiments. Chemistry at the time was a newcomer to college curricula and laboratory equipment would have been expensive and difficult to procure. A faculty report in March, 1869, pointed out how the expenditure of \$1,000 or perhaps even \$500 for scientific equipment would aid materially in the teaching of the sciences.

To what extent the low collegiate enrollment was due to poor library and laboratory facilities is difficult to determine. An observer in a rather pessimistic vein in 1869 wrote that "gentlemen who aspire to a classical education will in most cases go where they can also enjoy the advantages of a good chemical apparatus and a college library." The writer voiced a complaint that the young institution was not sufficiently appreciated by the village of Plainfield or by the Evangelical Association.

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<sup>1</sup> The term philosophical apparatus used in the first catalog refers to publications on the subject in the library.



## CHAPTER 8

### REMOVAL TO NAPERVILLE

Shortly after the founding of the college at Plainfield a feeling began to persist that the location of the school here had been a mistake. While this conviction must have been evident among faculty and friends of the school soon after the beginning, the issue of removal had become a major item on the agenda of the Board of Trustees after 1864-65. Contrary to claims boasting of the accessibility by stage line and the commodious nature of the college edifice, the real shortcomings in these matters seem to have been central in the growing desire for relocation.<sup>1</sup> Some have indicated that the conflict over the use of English rather than German in the church at Plainfield and the English Mission established by the college led to division and was a factor stimulating relocation. It may seem unusual that the founders failed to perceive the significance of railroad transportation and accessibility to the college as indispensable to its future growth. Perhaps the real import of railroad travel was not perceived until after the college was founded.<sup>2</sup>

Whatever the basic causes for removal may have been, the issue was before the Trustees by the time of their session in March, 1867. At the beginning of this session a committee to study removal of the college was appointed, consisting of President A. A. Smith, D. S. Oakes of Indiana Conference, C. Kopp of Illinois Conference, and W. F. Schneider of Plainfield. Invitations may have been tendered by the Board the previous year, since delegations from various localities seeking the college visited that body in 1866.

Representatives from Hinsdale, Illinois, met with the Board to urge the relocation of the college in their city. The committee on removal studied the Hinsdale offer and later reported that it was not of sufficient inducement to warrant further action on that site. A group from Naperville met the same response from the committee, as did citizens from South Bend, Indiana.

The Board resolved that if the authorities of any locality within the boundaries of the four interested conferences should secure to the Trustees within a year the sum of \$25,000 they would be entitled

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<sup>1</sup> Elizabeth Harlacher, one of the first students of the college, was on her way to Plainfield when the stage overturned and threw the passengers in the mud. Miss Harlacher later wrote that on arrival in Plainfield she was disheveled and muddy when first seen by her future husband, C. F. Rassweiler.

<sup>2</sup> It might be noted that the Chicago, Burlington and Quincy Railroad was not constructed through Naperville until 1864—three years after the founding of the college at Plainfield.

to have the college built in their city. The resolution later adopted was amended raising the sum to \$35,000.

It seems that no community came forth with the \$35,000 as stipulated; in fact, by the next year (1868) the Trustees had lowered their sights considerably. The committee on removal offered the college to Naperville providing this village donate \$20,000 and five acres of land. The committee recommendation unleashed a vigorous debate on the whole issue of removal. The many facets of the issue aroused such emotions that the matter was tabled and no further decisions were made that year.

By the time of the meeting of the Trustees in March, 1869, the removal of the college was the critical problem. It was resolved that the Board appoint a committee (one representative from each conference) to visit the communities that sought the institution. This commissioned group was to report its findings to the various conferences at their next sessions. The conferences of the college corporation, including Illinois, Wisconsin, Indiana, and Iowa, approved the removal from Plainfield by a two-thirds vote of the membership.

The action of the conferences and the work of the removal committee made it necessary for the Trustees to convene on November 24, 1869, to effect the relocation of the college in Naperville. Delegations representing the interests of Naperville and of Plainfield attended the historic session which, because of a bitter debate ensuing between the contenders, was prolonged until late afternoon.

The following day, the committee on removal of the college presented its report:

WHEREAS, It is by the charter of the corporation provided that the Board of Trustees shall have power at any time to remove said college from the town of Plainfield to such place as may be agreed whenever two-thirds of the votes of the members of each of the conferences shall order the same to be removed, and

WHEREAS, The said conferences including Illinois, Indiana, Iowa, and Wisconsin, have by a vote of two-thirds of the members of each conference ordered the said college to be removed, and

WHEREAS, The said Board of Trustees have agreed upon Naperville, DuPage County, as the proper place to which to remove said college,

1. *Resolved* that North-Western College be removed. Resolved that the best interests of the college in every direction will be enhanced by its location in Naperville.

2. *Resolved* that said college be and is hereby removed from Plainfield, Will County, Illinois, to Naperville, DuPage County,



Illinois, at which place it is hereby declared to be permanently located.

3. *Resolved* that said school shall be conducted as heretofore at Plainfield until a suitable building or buildings shall be erected or procured at Naperville.

4. *Resolved* that though we are legally entitled to the college property, and have the power to sell the same for the use of the school, we feel inclined, however, and herewith offer to the citizens of Plainfield to deed the college property to them, provided that they will in no wise impede the removal of said college.

M. M. Steffey, a member of the committee from South Bend, Indiana, laid before the Board a minority report. This report urged that South Bend be substituted for Naperville as the new site for the institution.

The Trustees then proceeded to vote on the resolutions separately. All members of the Board voted for removal from Plainfield with the exception of William F. Schneider and Philip Dundore, local Trustees. The Board then proceeded to vote on the resolution specifically designating Naperville as the permanent site for the college. On this crucial issue the vote was a tie with six in favor and the same number against. The six members in opposition to the Naperville location, including Schneider and Dundore, who opposed any removal, included four Trustees from Indiana who were supporting the South Bend site. Henry Schelp of Wisconsin who could have broken the deadlock had not committed himself and as a consequence had abstained from voting. Under this somewhat tense situation, the Trustees adjourned until evening.

In the evening as the Board reassembled it was soon apparent that the Naperville forces had won the victory. Schelp, the Trustee from Wisconsin, had decided to support the Naperville location, thus affecting a decision. A vote of confidence in the action of the Trustees followed when all but one member of the Board rallied to the new course.

As a token of gratitude to the Indiana group the Board voted an expression of thanks to the citizens of South Bend for the offer made for the location of North-Western College. In order to satisfy the doubts and disillusionments of the Indiana Trustees, a resolution was enacted specifying two distinct reasons why the South Bend offer could not be accepted. First was the questionable legality of removing the college from the State of Illinois, and second was the fear that considerable endowment would be lost in case of a removal from the state. Whether the above were valid and distinct legal problems is difficult to determine, and one surmises that they were advanced to appease the advocates of South Bend. It should be

noted that resolutions 3 and 4 of the Relocation Committee were approved without opposition.

Following the triumph for relocation the first action of the Trustees was to appoint a building committee. A second committee was appointed to select the location for the new campus at Naperville.

The removal of an institution from any locality generally creates friction and hostility among local interests and home town boosters. It seems that considerable ill-feeling was engendered at Plainfield. This enmity apparently was modified by the resolution of the Trustees restoring the Plainfield properties, valued at approximately \$10,000, to the local citizens.

There is some evidence that the legality of removal would have been contested in the courts had it not been for the restoration of the school property to the Plainfield community. It should be noted that the Board resolution of June, 1870, in deeding the property to the citizens of Plainfield, specified that the whole transaction would be valid on the condition that the removal issue would never be contested in the courts.

Some of the expressions of disappointment and harsh criticism of the college Trustees were carried in the newspapers. An article voicing the Plainfield opposition appeared in the *Aurora Herald*, censuring the Evangelical Association for failure to keep faith with the citizens of Plainfield in establishing an institution equivalent to the best Eastern colleges in apparatus, library, and endowment. From what is known of the resources and available wealth of the Association in this period, a college equal in endowment and rank to that of Harvard, Yale, or Princeton was out of the question. A reviewer for the *Aurora Herald* saw nothing but breweries, distilleries and saloons in Naperville. In defense of Naperville and the college Trustees a response was written alluding to the half-dozen church spires and other moral and cultural advantages of the latter city. In retrospect, it seems doubtful if the institution could have attained its current status and recognition had it remained at Plainfield.

Thus closes the brief but colorful Plainfield period.



**PART II**

**Progress and Struggle at Naperville**

**1870-1888**





## CHAPTER 9

### LAYING THE CORNERSTONE

In January, 1870, the Location Committee of the Board of Trustees began negotiations with the citizens of Naperville relative to a site for the college. On January 25 the committee, after intensive deliberation, decided to locate the institution upon the land offered by Morris Sleight (one block) eastward from the Catholic Church. The Sleight grant of eight acres was deeded on condition that no buildings be erected except as pertain to the college and all such structures be used for educational purposes forever. This property became the main campus of the institution. The *Naperville Clarion* of February 2, 1870, called upon all citizens, regardless of preference for particular locations, to acquiesce in the choice of the location committee and work harmoniously for the school.

Following the decision on location, the Building Committee proceeded with the necessary preparation for constructing the new edifice. The local citizens had promised to raise \$25,000 in subscriptions, one-fourth of which was payable upon the decision to locate the college in Naperville. Consequently, the Building Committee advertised in the local paper on February 9, 1870, that the first installment was due and subscribers were requested to make immediate payment to Martin Brown, the newly appointed collector for the Committee.

The plans and specifications of the building were soon formulated and on February 23 a notice in the *Naperville Clarion* requested all interested masons, carpenters, and builders to present their sealed proposals for construction by March 1. Work on the building was under way by the middle of April, and on May 4 it was estimated that some thirty or forty laborers of all trades were engaged in the project.

The great event on May 17, 1870, was the laying of the cornerstone, a historic episode that was to be known to a generation of Naperville citizens and college graduates as Cornerstone Day. To later students who no longer remembered or perhaps discerned the historic importance, Cornerstone Day came with opportunities for physical activities, brought a holiday spirit around the campus and above all bestowed relief from the drudgery of lesson preparations and recitations.

With the basement completed, a platform with canopy was erected on the north of the structure for speakers, choir, and other notables. Seats were arranged on the ground below to accommodate visitors

who wished to command a view of the eminent political and ecclesiastical leaders. Many students as well as professors came in buggies or carriages from Plainfield to view the imposing new site of the institution. Conveyances apparently were not available for all the students and some of them lacked funds to hire transportation; hence, they walked the ten miles. The multitude was swelled by people from the surrounding area who came to witness the ceremony from their horse-drawn vehicles.

The historic spirit of this impressive assemblage was captured for posterity by A. C. Kendig, a Naperville photographer. In this photograph not only does one observe the dignitaries, the assembled hosts, the observant children and the horse-drawn conveyances, but the undeveloped surroundings, particularly the open prairie to the east of the rising structure. It denotes the rather primitive surroundings of the new institution on the prairie near to the east boundary of Naperville.

The ceremony was a long, impressive, typical dedicatory service extending for three hours. Addresses were delivered by local politicians, by educational leaders and by officials of the church. Rudolph Dubs, representing the denomination, delivered addresses in both English and German.<sup>1</sup> Interspersed between orations of the notables were selections rendered by the choir, a difficult feat on a windy spring day in an outdoor setting. While many appreciated the orations by the distinguished leaders and the songs delivered by the choir, others were perhaps more inspired by the work of the stone masons and the marvels of such a construction project. Toward the close of the historic ceremony a collection was taken which was described in the *Naperville Clarion* as "a commendable sum, though not large."

After the reading of the nine-year history of the institution by William Huelster, college treasurer, an assortment of collected items were deposited in the cornerstone. The list of items included: The Holy Bible, a hymnbook, a church discipline, a church almanac, copies of *Christliche Botschafter*, *Evangelical Messenger*, *Christliche Kinderfreund*, *Sunday School Messenger*, *Evangelical Magazine*, *Living Epistle*, *Northwest Christian Advocate*, *Naperville Clarion*, *Aurora Beacon*, *Herald*, and *Volksfreund*, *Chicago Tribune*, *Journal*, *Post*, and *Times*, history of the college, a copy of each annual catalog of North-Western College, a list of subscribers to the building fund, the names of the building committee, architect, and mason builder, the names of Illinois state officials, names of village officers, photographs of the faculty, agent, building committee, Bishops J. J.

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<sup>1</sup> The oration in German undoubtedly was welcomed by many in the audience who had a better command of that language.

Esher and Rudolph Dubs, and pieces of U. S. currency from five cents to one dollar.

Naperville, located on the DuPage River west of Chicago, was a full generation beyond the frontier phase when it was chosen as the new site of North-Western. Captain Joseph Naper of Ashtabula County, Ohio, founder of Naperville had visited the region in the spring of 1831 and made necessary preparation for building a home for his family who followed in the autumn, with relatives and friends.<sup>2</sup> Other Naperville pioneers included Bailey Hobson, Lyman Butterfield, John Murray and Harry Wilson.

The difficulties encountered did not lessen the faith and the courage of these pioneers, who soon erected homes, a mill (the first on the DuPage River), and a school. The year following the arrival of the first inhabitants of the Naper settlement, a chief of the friendly Pottawatomies warned the people of the approach of hostile Indians and the settlers were forced to flee to Fort Dearborn in Chicago for protection. The men soon returned to the settlement, where they built Fort Payne (later the site of Fort Hill campus).

Located on two important stage routes and boasting the Preemption House, the most famous inn between Chicago and the Mississippi River, the town of Naperville became a flourishing transportation center.<sup>3</sup> Wagons arrived from the West conveying the production of the rich prairie soil en route to the lake port of Chicago. Returning with cargoes of manufactured products ranging from textiles to plows, the wagon masters frequently sought the food, lodging and refreshments of the Preemption House. Into its lobbies flocked land speculators, horse traders, and in 1849-50 gold-seekers on the way to California.

Although it was located only twenty-eight miles from the city of Chicago, Naperville in 1870 more nearly resembled a typical small agricultural town situated in the area of the rich farming region of northern Illinois. The needs of the community were catered to by the establishment of blacksmith shops, flour mill, livery stable, hitching posts and plow factory.

The spiritual needs of the people received adequate nourishment through its many churches, some of which were organized about as early as the founding of the town itself. Perhaps the number of denominations indicate the cosmopolitan character of the population

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<sup>2</sup> The cabin built by Naper was on the southeast corner of Mill Street and Jefferson Avenue.

<sup>3</sup> The Preemption House was a famous landmark of Naperville for a century before it was razed in 1934. Registers of the Preemption House include such famous names as William Cody (Buffalo Bill), Grover Cleveland and numerous politicians, theatrical personalities and business leaders of the period.

that had settled in Naperville by the time of the War between the States. New England and Ohio influence was evident as early as 1833 when the first religious group, the Congregational Church, was organized in the village. German immigration was apparent with the founding of the Evangelical Church and the early growth of Roman Catholicism. Evangelistic bodies that were popular in most frontier communities, the Baptists and Methodists, found early expression through the establishment of churches. Some of these bodies held their first meetings in private homes or in schools before sufficient membership or funds made the building of churches practical.

Interest in culture and the finer things in life was noted as early as 1852 when the Naperville Academy was opened teaching the common branches of education and a touch of the fine arts including music, drawing and painting.<sup>4</sup> In 1855 the Roman Catholics built their first school structure; and parochial education, such a prominent feature of modern Naperville, had its origin. Hence, Naperville was partially qualified to welcome to its environment an institution of higher learning.

The moving of North-Western College to the community came at the time when general morale of Naperville citizens had not recovered from the shock coincident with the removal of the county seat to Wheaton, Illinois. The loss of the seat in 1868 was more degrading to Naperville partisans because of the unorthodox method by which a group of Wheaton citizens acquired the records in the night and transported them by wagon to the new county seat.<sup>5</sup> Thus was initiated a rivalry that fortunately was later removed from the threat of open feuding to the less perilous football gridiron and basketball court.

The original Naperville was transformed with time but the undaunted pioneer spirit remained with the educators of North-Western. The college soon became an integral part of the community and was the leader in the intellectual and cultural progress of Naperville toward a better way of life.

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<sup>4</sup> The first public school had been founded in the fall of 1831, and the first teacher, Lester Peet, was hired for the term of four months.

<sup>5</sup> The voters of DuPage County decided in favor of the Wheaton site in 1867. This followed about a decade of controversy.



## CHAPTER 10

### BEGINNINGS AT NAPERVILLE

Of the many critical problems to confront the authorities during the summer and fall of 1870, the most inauspicious were the procurement of funds for construction and operation, and the necessity for haste in completing the building for the opening of school in October.

In the last meeting of the Board of Trustees held at Plainfield in June, 1870, a resolution was passed authorizing the president and the faculty to sell scholarships and conduct lectures in the vicinity of Naperville during the summer vacation to solicit needed funds for the college. Each faculty member was promised a ten percent commission on all funds collected. When the report on professorial collections was given to the Trustees the following spring, it was discovered that H. H. Rassweiler had procured \$243 in books and subscriptions and A. A. Smith had sold scholarships in the amount of \$1,000.

Construction of the new building proceeded rapidly following the laying of the cornerstone in May, 1870. William Huelster, treasurer, reported on July 6 that the structure was ready for roofing and that the fine appearance of the building was a compliment to the Solfisberg stone quarry of Naperville.<sup>1</sup> Huelster called upon all subscribers to the building fund to bring forth their cash and invited any others who wished to contribute to do so.

Following the last commencement held at Plainfield in 1870, wagons converged on the village on June 10 to transfer the movable property to Naperville. Although some five wagons loaded to capacity departed from Plainfield for the new college site, the first caravan failed to secure all the collected items and more "teamsters" had to be dispatched to complete the transfer.

As the time approached for construction of the observatory, Solfisberg Quarry uncovered for this imposing tower a deep layer of stone considered the finest specimen known to Naperville. By September painters and plasterers were taking precedence over stone masons around the structure, and in the latter part of the month the frescoers completed "an excellent job" on the college chapel. The statement was made that the workmen were in such a rush to complete the hall of learning that they would gladly have worked on Sundays were it not contrary to the "law and the prophets."

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<sup>1</sup> Solfisberg stone quarry was located west of the city limits and furnished stone for many early Naperville structures. The last stone was taken from the quarry in 1904.



The rapid construction of "Old Main" made it possible for Huelster to place an advertisement in the September 7 issue of the local newspaper to the effect that the first term of the new school would open on October 4. In this public notice the one building was described as a fine massive structure, containing about sixty different rooms, including recitation rooms and a boarding department. (It should be noted that this first structure on campus consisted of the north wing with its bell tower and the middle section, which housed the chapel. The south wing of Old Main was not constructed until several years later.) The country surrounding the new structure was portrayed as beautiful and the climate "very healthy."

The second notable event of historical significance to the college in 1870 was the dedicatory service on October 4. The weather was very favorable for this momentous occasion, being described as cool and invigorating, typical of October weather in northern Illinois. With the approach of the hour designated for the ceremonies, processions of people wended their way toward the new college structure. Buggies brought their quotas from the surrounding country, while other visitors came by railroad. As the hour of ten o'clock approached, the chapel was crowded to capacity with an estimated 1,000 individuals crowding into the halls and adjoining rooms.

The dedicatory program corresponded to that of Cornerstone Day, with orations by leading political and church officials. A choir from St. John's Episcopal and Congregational churches of Naperville rendered a series of numbers. Rudolph Dubs, editor of *Christliche Botschafter*, was the main speaker representing the denomination. Jonathan Blanchard, President of Wheaton College, gave an address representing higher education.<sup>2</sup> Again subscriptions were requested from the audience to be applied on the building cost. After some three and a half hours the assembled people went their many ways. North-Western College had been officially established in Naperville.

Although the interior of the structure was not complete, instruction began as scheduled; class recitations were accompanied by the blow of hammers, the buzzing of saws, and the shouts of plasterers and painters. The building to be known as "Old Main" was not finished until near the close of the spring term the first year. The Board of Trustees at that time characterized it as a "fine massive structure of Naperville marble, 46 by 71 feet and five stories high."

Following the dedication it was disclosed by the Trustees that the \$25,000 raised by the citizens of Naperville was insufficient to com-

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<sup>2</sup> Jonathan Blanchard, the first president of Wheaton College, exhibited a career that closely resembled that of Smith in his New England Congregational background, his interest in abolitionist and temperance causes and his crusading zeal for reforms he deemed sacred.

plete the structure. The total cost of the new building was estimated at \$32,152.81 including expenditures for the well, the coal house and the toilets. The student of "the space age" a century later must find it interesting that Old Main was built prior to the day of central heating, indoor plumbing and electricity. The construction of the building imposed upon the college an indebtedness slightly in excess of \$7,000 which soon became a heavy obligation during the panic and depression years of the '70's. The Trustees resolved that the additional encumbrance above \$25,000 be borrowed from the endowment fund with repayment and interest to come from the profits of the boarding department.<sup>3</sup>

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<sup>3</sup> The Board voted special thanks to the Chicago, Burlington and Quincy Railroad for the liberal reduction of freight rates in transporting the building materials to Naperville.

## CHAPTER 11

### FACULTY AND CURRICULAR INNOVATIONS

The removal of the college to Naperville stimulated new experiments and additions in curricular offerings. One of the most far-reaching innovations was the establishment of the department of Commerce, which opened in the fall of 1871 with some twenty-two students in attendance. The first professor of Commerce was Jasper G. Cross, who was head of the department for eight years.

Born in New York State in 1835, Cross at an early age moved with his parents to Illinois, where he taught in the public schools and became an ordained minister in the Methodist church. He later was a resident of Aurora, Illinois, where he became affiliated with Jennings Seminary. Combining the profession of the ministry with a specialization in commercial studies, Cross established the Aurora Commercial College.

Cross, characterized by contemporaries as a fine penman, became noted for ornamental penmanship and pen drawing as a form of art expression; he became famous, moreover, as the founder of the "Eclectic System" of shorthand. His manuscript published under the title "Eclectic Shorthand" created a reported sensation in the shorthand world. After leaving North-Western in 1879, Cross moved to California where he was associated with the University of Southern California and Thropp Institute, now California Institute of Technology.

Two departments were organized under the supervision of Cross. The department of Business was divided into two courses, one requiring six months study and the other a full year. The second department was that of Fine Arts, offering work in drawing, portraiture, and landscape painting. In addition to the specialized courses in business, Cross offered penmanship and commercial arithmetic. In 1878 the short term business course was reduced to three months in order to compete more successfully with business colleges.

The commercial courses in the early period were conducted as a profit-making undertaking for the college. The Trustees in 1873 provided that half the proceeds of the department flow into the college treasury with the other fifty percent reserved for the salary of the professor. The business nature of the operation was further reflected by the fact that Cross had a traveling agent in the field soliciting students in 1875. Its pecuniary success was enhanced by the fact that scholarship-notes could not be applied on the cost of tuition in these studies. It seems logical to assume that the profits

from the Commerce department assured for the college a greater financial stability than would have been otherwise possible in the difficult years of the seventies.

When Cross left the college to take a position in Southern California University, Frank W. Streets was hired to teach bookkeeping, penmanship and shorthand. After three years at North-Western, Streets resigned for a career in the business world.

Following the resignation of Streets, J. L. Nichols, a graduate of the class of 1880, was appointed as chairman. Under the supervision of Nichols the department broadened its offerings and witnessed a remarkable increase in the number of students, with enrollment increasing from twenty-nine in 1880 to seventy in 1884.

The life and background of Nichols was typical of Horatio Alger success stories. He was brought to America from Germany at the tender age of six with a mother and step-father, who settled in Bureau County, Illinois. The mother died and, deserted by the step-father, the lad drifted from one cruel master to another, ill-fed, ill-clothed and homeless. Against heavy obstacles Nichols mastered the English language, acquired sufficient education to teach a country district school, Anglicized his name, and saved sufficient funds to enable him to attend North-Western College.

It was in connection with his work as commercial teacher of the college that Nichols compiled a handbook of useful business information published as *The Business Guide*. This publication was such a sensation that by 1896 over four million copies were sold from coast to coast. His publishing business became so demanding that he resigned as instructor at the college following eight years of service.

Nichols was one of three men to found the Naperville Lounge Company and for the position of bookkeeper and office manager he selected Peter Kroehler, one of his former students at the college. This brought Kroehler into the furniture business from which Kroehler Manufacturing Company later emerged.

The invention of the typewriter in 1867 affected the curriculum of the Commerce department and a major item on the agenda of the faculty meeting in September, 1883, was the question of the purchase of a typewriter for the college. The question was progressively decided in the affirmative; and with the purchase of the new equipment, the college offered a course in typewriting to cover a period of three months at a fee of \$10.00.

By 1883 the work in commerce was divided into the theoretical and practical, and in addition to the courses in accounting, business law, and specialized business studies, the students enrolled in gen-



eral academic subjects. To enhance the practical nature of the work, the commerce rooms were organized into separate offices such as real estate, commission houses, insurance, banking, transportation, and shipping. Here the student was introduced to practically every form of business paper such as mortgages, leases, deeds, insurance policies, U. S. bonds, and various forms of securities.

The work in commerce was not a part of the regular college program leading to a degree but operated as a separate school of business; those completing the requirements were awarded diplomas in a special commencement service.<sup>1</sup> At the commencement exercises of the Business College in March, 1886, diplomas were awarded to seventeen graduates which in addition to Illinois residents included students from the bordering states of Indiana and Iowa, and one from as far away as Nebraska. Following the services the class presented J. L. Nichols with a handsome set of the works of Dickens, "profusely illustrated."

An instructor who served the college throughout the major part of this period was Charles F. Rassweiler, a cousin of H. H. Rassweiler. Completing the Scientific Course, Rassweiler received his degree in the last graduating class at Plainfield. He began instruction as a teacher of French in the fall of 1870 but a few years later was transferred to mathematics, advancing to the rank of professor in this discipline. In addition, he served for a time as an officer of the Alumni Association and as faculty adviser for the student publication, the *Chronicle*.

Henry F. Kletzing, a graduate of the class of 1879, was selected as assistant teacher of Mathematics that year. Upon the resignation of Rassweiler in 1885, Kletzing was promoted to a professorship of mathematics, a chair he occupied until 1896.

Nancy J. Cunningham assumed duties as teacher of drawing and as preceptress the fall the institution opened at Naperville. In later years Miss Cunningham taught various subjects in the lower branches, including botany, history and English literature.

In March, 1871, Anton Huelster was appointed professor of the Greek Languages and Literature. Huelster was the son of a German pioneer father and mother who had moved to the Wisconsin frontier during the early settlement of that state. He was led into the Evangelical Association as a youth and as a consequence enrolled in the college at Plainfield. He later studied in Germany where he was awarded the Doctor of Philosophy degree. Thus, he held the distinction of being the first Doctor of Philosophy to serve on the college

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<sup>1</sup> Business courses on the college level were uncommon prior to 1900.



faculty.<sup>2</sup> After service of about eight years at the college, including a few years at Union Biblical Institute, Huelster resigned in 1879. Huelster's advanced degree and high specialization in the classics may have been objects of suspicion to some of the Evangelicals in Illinois in 1879. Later reports indicate that ill health may have been a factor in bringing about his resignation.

Huelster was succeeded by George W. Sindlinger. Sindlinger came to Plainfield College as a student in the Preparatory Department in the fall of 1865 following service in the Civil War. After a year of preparatory work he was able to enter the college proper as a freshman in 1866. He became one of the early graduates of the Classical Course, receiving the degree in 1869. Seven years later, he returned to North-Western to become assistant professor of German and English Languages, and in 1879 professor of Greek Language and Literature. Sindlinger served the college in this capacity for thirty-three years until his retirement in 1912. Later in his career a pleasant legend flourished, to the effect that Sindlinger sometimes confused the great battles of the Civil War with those of the Ancient Greeks.

Augustine A. Smith continued to direct the destiny of the institution until his retirement from active duty in 1883. The retiring president advanced the argument that a younger executive could better serve the interests of the college. At the time of retirement Smith paid special tribute to the 112 graduates who had received degrees during his twenty-one years as president. Like many executives who have completed long careers of service, Smith presented to the Trustees a farewell message outlining certain principles which he felt should guide future leaders of the institution he loved and had nurtured since its beginnings. He was particularly concerned about the selection of professors in the future and stated that these instructors should not only be men of sound learning and scholarship, but also leaders who would bear testimony against certain tendencies of the age, such as "oppression, intemperance, licentiousness, and dissipating amusements." Smith listed as a second principle a careful vigilance against the infiltration of secret societies on the campus. He was convinced that the relative absence of serious disciplinary outbreaks and riots at North-Western stemmed in large measure from the absence of these associations. Secret societies, to the president, not only encouraged the harboring and covering of "vices or sins," but in addition promoted an aristocracy, a snobbery, and a clannish selfishness.

The retiring president indicated that the instruction imparted had been "solid rather than showy," and that the aim had been to build

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<sup>2</sup> Only a few American scholars held the Doctor of Philosophy degree at this time. Graduate schools were uncommon in America prior to 1870.

a firm foundation in basic intellectual culture. North-Western instructors had sought to inculcate in the minds of students "the correct habits of thought" and to teach "a high sense of duty and obligation."

A venerable bishop of the church once remarked in speaking of Smith, "He invested his life in youth." As his granddaughter, Fannie Smith Hildreth, later wrote: "During the sixty years of his active professional life, he came in contact with thousands of the youth of the land, and he impressed his exalted ideas and noble character upon their hearts and lives. Through them he reproduced his own life a thousand-fold."

A. A. Smith was somewhat handicapped in the closing years of his life as a consequence of an injury to his leg resulting from the fall of a heavy suitcase while he was alighting from a streetcar in Chicago. Subsequent treatment failed to heal the sprained muscles and he was obliged to use crutches to the end of his life.

The Trustees conferred on Smith at the time of his retirement the title of "President Emeritus." His services as professor of Mental and Moral Sciences were retained and he consequently served in this capacity until his death in 1891.

Following the resignation of Smith, the Trustees selected H. H. Rassweiler acting president of the college in February, 1883. As Rassweiler recorded in his diary: "This is an important day in the history of my life. This evening I was unanimously elected Acting President of North-Western College. . . ." Rassweiler, a very popular lecturer and teacher in the science courses since 1868, served as president with considerable distinction until issues arising from the division in the Evangelical Association engulfed his administration in 1888.

As has been observed, there were some modifications in the curriculum following the removal of the college to Naperville. About the time of the removal the study of Ancient History was introduced in the Classical Course and the faint beginning of the elective system was noted when juniors had the option of taking Organic Chemistry or German. By 1874 the elective system was even more evident when students in the sophomore year of the Classical program had the choice of Zoology or German the first term and Calculus or German the third term. As would be expected, innovations were more pronounced in the Scientific Course with the introduction of Modern History in the freshman year, Geology and Surveying in the sophomore year, and courses in political science and botany in the junior year.

On December 3, 1874, the faculty voted to organize a class in Geography, a reading class for German students who wished to learn English, and a class in Spelling. These were organized as sub-col-

legiate or special courses with no relationship to specific degree requirements.

The issue of instruction in German was again revived when the Trustees in March, 1873, requested the faculty to use its influence to encourage the study of this language. Even the Wisconsin and Iowa conferences in 1876 called for a greater emphasis on the language, and the establishment of another professorship as soon as possible. In order to satisfy this periodic criticism, the faculty reports frequently cited the number of classes organized, the enrollment in each class and the pronounced interest of students in the subject.

About 1873 the work in German was divided into Pure German and English German, a division that endured for over forty years. Students completing the Pure German Course received a diploma, while those finishing the English German received a certificate.

The English German Course was designed for English-speaking students and was supposed to impart a systematic and practical knowledge of the language. The Pure German was organized for German-speaking students and soon proved to be popular with the German constituency of the college. With thirty-three enrolled the first year, the number in the course increased until it claimed some fifty-three students by 1887. Pure German continued to attract large numbers until after the turn of the century.

Instruction in vocal and instrumental music continued under the direction of H. C. Smith. In 1870 Minnie Cody of Naperville was selected as a teacher of Instrumental Music. The treasurer entered into an agreement with Miss Cody stipulating that ninety percent of the proceeds from fees in her courses be allocated for her salary with the remaining ten percent reserved for the college. The fee for instruction in vocal music was only \$1.50 per term, while that of instruction in piano and organ was \$12.00 a term. In 1884, Fannie E. Smith, daughter of the professor, was named instructor in Piano and Organ. She served in this capacity until her marriage to Fred Hildreth in 1895.

The courses in music, like those in commerce, tended to bolster the financial stability of the college. The authorities looked to the music faculty or to philanthropists to furnish the necessary instruments for instruction. H. C. Smith purchased a piano in 1882 out of his own personal funds, reimbursing himself by proceeds from musical concerts, donations from friends and assistance from alumni entertainments. By 1880 the work in music was broadened to include instruction in voice culture and harmony.

It will be remembered that the Classical and Scientific Courses were the basic studies leading to a college degree at the time the

institution was removed to Naperville. During the decade of the 1870's there appeared three variations of the Scientific Course open to those seeking degrees. The first and by far the most popular was the English-Scientific Course introduced into the curriculum in 1873. Its popularity was perhaps attributable to the fact that no Latin or Greek was included, and the only foreign language required was one year of German. That the study was not elementary was evidenced by the fact that it contained such academic disciplines as chemistry, geometry, trigonometry, analytical geometry and zoology. By 1880-81 some 67 percent of those pursuing collegiate studies selected this course.<sup>3</sup>

Efforts to integrate the Scientific with the Classics came with the introduction of the Latin-Scientific Course in 1875, and the Greek-Scientific in 1878. The basic difference between these studies and the Classical was the increased emphasis in the sciences such as botany, political science and chemistry, and the study of only one of the Classical languages.

In spite of the adoption of new areas of study it was evident that the faculty continued to adhere to the Classical Course as the highest pursuit of the scholar. The preference of the faculty for this course was expressed in the 1879 catalog:

"The faculty of the college unanimously commend to students the Classical Course of study. The superior advantages of such a course are admitted by all intelligent persons, and the benefit accruing to students from the pursuit of it can scarcely be overestimated. To students contemplating attendance at college, we strongly recommend that they take up Latin and Greek, whether their prospects be for a shorter or longer continuance at school."<sup>4</sup> The small number that continued to enroll in the Classical Course was a source of disappointment to the school authorities. Accordingly, the faculty appealed to the clientele and especially to Evangelical ministers to use their influence in this direction indicating that "we may expect the number of young men devoting themselves to the study of the classics will be greatly increased." In this appeal the college staff was generally unsuccessful.

At the meeting of the Board of Trustees in June, 1870, action had been taken in favor of the appointment of a full-time professor of Bible. Because of the problems coincident with the removal of the college to Naperville, the necessary preliminaries for the establishment of Biblical training were delayed for about two years.

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<sup>3</sup> The first graduates of the English-Scientific Course were Ida Goodrich and Nannie Sevier of the class of 1875.

<sup>4</sup> Most instructors in colleges of this period were classical scholars, or else had received training in these studies.



The decision to establish a Biblical Institute was approved by the Board of Trustees on February 27, 1872. The Trustees adopted the following resolutions concerning the Institute: "First, that we establish a Biblical Institute in connection with North-Western College; second, that the name of this Institute be Union Biblical Institute of the Evangelical Association of North America." If, however, any person would donate to the Institute \$25,000 or more, the name was to be changed according to the desires of such donor. Third, "that the doctrines taught in said Institute be in perfect harmony with the articles of religion as embraced in the Church Discipline and explained by General Conference; fourth, that the New York, Canada, Ohio, Michigan, Minnesota, and Kansas conferences and such other conferences as may feel inclined be solicited to unite themselves with us for purposes of establishing said institution, an endowment fund of \$100,000 to be secured; that a Biblical professor be elected as soon as \$15,000 is secured, professors of the college to draw up the constitution and by-laws." Reverend W. W. Orwig was elected professor of the Biblical Institute, although there is no evidence that he ever served in that capacity.

The curriculum of Union Biblical Institute first appeared in the catalog for the year 1873-74 with a Theological Course given in English and German, and covering two years of instruction. While the catalog stated that collegiate training should precede the theological, it likewise emphasized the fact that "age and unavoidable circumstances" prevented some from completing the college course. Consequently, a candidate was admitted to the Institute after passing a satisfactory examination in the common school studies and over a number of general subjects. It was evident that even these modified entrance requirements were not rigidly enforced since the catalog instructions further stated that "the Institute was open for all who felt themselves called of God to the office of the Christian ministry, and who intended to make it their calling for life."

The Trustees, at the time of the establishment of Biblical Institute in 1872, had stipulated that as soon as \$15,000 of the endowment fund had been secured, a professor of Bible would be selected. Two agents were dispatched into the field, but by February, 1873, only \$9,557 had been secured. It was resolved that since the endowment fund was not sufficient to warrant the opening of a separate Biblical Institute, a satisfactory arrangement be made with the college authorities to give Biblical instruction to such students as might desire it. The Institute was thus incorporated under the laws of the State of Illinois on March 15, 1873.

F. W. Heidner and Anton Huelster, in addition to their duties as instructors in the college, were appointed to give instruction to



Biblical students. At the beginning of the school year in 1876 the Institute was formally opened as separate from the college, with Bishop J. J. Esher as its first principal and with Heidner and Huelster continuing to serve as instructors. The opening of the Institute found some eight students awaiting instruction. The first class to graduate was that of 1878, when four students completed the prescribed requirements: L. F. Emmert, Charles Staebler, W. A. Shisler, and W. W. Sherrick. By 1878 enrollment had increased to thirteen students, but growth was slow and by 1888 the total was only nineteen.

## CHAPTER 12

### GRANTING DEGREES

Commencement festivities constituted the major public event in the quiet village of Naperville in the 1870's. This small village of 3,000 inhabitants looked forward with keen anticipation to the orations, essays, musical numbers, chapel embellishments, floral tributes and to meeting the visitors present on this gala occasion.

Commencement activities usually extended over a week. The festivities began on Friday with exhibitions sponsored by the literary societies and on Sunday the baccalaureate sermon was delivered by the college president. The first two or three days of the week were devoted to final examinations with prize contests in declamation and oratory frequently following about the middle of the week. Thursday brought the final exercises.

Visitors to the "pleasant hamlet" in 1875 found a holiday spirit with the roads and streets "lively with visitors," with guests arriving by train from east and west and by carriage from north and south, with the general public conversation centered on the feature of the day—the commencement exercises of North-Western. Despite the morning rains, the chapel was filled to overflowing long before the opening prayer. The hall was profusely decorated with baskets filled with spring flowers from the gardens of Naperville.

Attendance at early commencements became so fashionable that demands for both seating and standing accommodations far exceeded the limited capacity of the college chapel. An observer writing of the 1879 festivities happily reported that a previous rain had "cooled the air almost to perfection," but recorded the discouraging fact that 400 people were turned away because of the limited facilities. It may seem amazing to the current generation that families (some with babes-in-arms) arrived one and one-half hours before the service which was of three to four hours in duration.

A typical commencement program of early years was that held on June 14, 1876, the Centennial Year of our Nation.

#### College Commencement—June 14, 1876

Music: "The Bright Crimson Morning"

Prayer

Music: duets from "Oberon"

Oration: "Higher Development" by Myron Jay Ewing

Essay: "Pleased with a Rattle; Tickled with a Straw" by Emma Hannah

Music: "Strike the Cymbal"

Oration: "Our Life is What We Make It" by Casper Hatz

Oration: "If" by Charles H. Hobart

Oration: by John K. Rassweiler

Music: "Beruhigung"

Essay: "Was Glaent zist fuer den Augenblick geboren, Das Echte bleibt der Nachwelt unverloran" by Louisa Knobel

Oration: "Wissenschaft die Dienerin der Religion" by Christian Staebler

Oration: "The Friendship of Books" by William Franklin Krahle

Essay: "Before and Behind" by Elizabeth F. Marsh

Oration: "Struggle of Freedom, with Valedictory" by Henry Howard Goodrich

Music: "Hallelujah to the Father"

Presentation of Diplomas

Music: "America"

Benediction

The *Naperville Clarion*, in publishing the account of the commencement, described the essays and orations with the following colorful words:

Ewing: solid, serious and substantial

Hannah: flashing, feeling and fanciful

Hatz: practical and polished

Hobart: elevated, earnest and elegant

Knobel: German, glittering and golden

Krahle: bold, bookish and biblical

Marsh: original, observant and ornate

Goodrich: classical, complete and condolatory

Following commencement, the Trustees, faculty and alumni were entertained at a dinner served by the college ladies at the home of Professor Heidner; seventy-five people were served at the tables with the toasts and speeches "sharp and spicy." The festivity closed with each individual receiving a printed card of "Auld Lang Syne" and a small centennial class flag. Thus closed one of the most colorful of early commencements—that which celebrated the centennial of the birth of the American Republic.

At this particular commencement the practice of granting advanced or honorary degrees was initiated by the Trustees. All the recipients were former graduates of the college, with the exception of Jasper Cross, who was instructor of Commerce. Cross was awarded the first honorary Doctor of Laws degree conferred by the college. The others honored with Masters Degrees were former graduates who had achieved success in their professional careers. The following were awarded Masters of Science: Levi W. Yaggy '71, Charles Nauman '72, Charles Hazelton '72, Charles C. Beyrer '72, and J. W. Ferner '72. T. L. Haines '73 was awarded the Master of Arts.

1871—3	1877— 5	1883—12
1872—5	1878—11	1884— 8
1873—2	1879—12	1885—12
1874—4	1880—11	1886—12
1875—7	1881— 8	1878—17
1876—8	1882— 8	1888—18

Table showing Bachelor degrees granted each year for first 18 years at Naperville.

Graduates of the Classical Course, or of the Greek or Latin-Scientific Courses, who for three years after graduation pursued a literary or professional career, could on application receive the Master of Arts or Master of Science degree. Many of the graduates of the college were later awarded advanced degrees under this practice.

Both the Bachelor of Science and the Bachelor of Arts were awarded from the beginning. The growing popularity of the Scientific Course in contrast to the Classical was early noted when during the first twenty years the number of B.S. degrees granted doubled the number of A.B.'s. Some sixty-five Laureate and Masters of English Literature were awarded during the first twenty years.<sup>1</sup>

The Alumni Association in June, 1886, passed resolutions petitioning the Board of Trustees and the faculty to establish post-graduate curricula for the sons and daughters of North-Western College as an inducement to continued research, literary achievements, and intellectual attainments. The resolution called upon the faculty and the Trustees to confer appropriate degrees on those completing the prescribed courses and passing satisfactory examinations in such studies.

While the faculty postponed action on a graduate study program, the resolutions of the Alumni were instrumental in establishing the new advanced scholastic provisions in the catalog for the year 1889-90. The degree of Master of Arts, Master of Philosophy, Master of Science, or Master of Literature was conferred on Bachelors of two years standing who furnished satisfactory evidence of having pursued a professional or advanced liberal course of study. Such competency was established by presenting a certificate of graduation from a theological seminary, law school, or medical college, or by passing an examination on a course of liberal and non-professional study pursued under the direction of the faculty, or by submitting a thesis of not less than three thousand words connected with such study, and embodying results of a careful investigation.

The earning of degrees, however, was not the major interest of the early North-Western student population. During the first year at Naperville, only 37 students, or 14 percent of the total enrollment,

<sup>1</sup> These degrees were earned rather than honorary, and were undergraduate degrees.

were engaged in regular college work, the others being enrolled in sub-collegiate curricula; however, the percentage rose slowly during the next two decades.

**Total Enrollment by years from 1870-1888**

1870-71—256	1876-77—354	1882-83—362
1871-72—296	1877-78—344	1883-84—364
1872-73—320	1878-79—328	1884-85—387
1873-74—405	1879-80—253	1885-86—305
1874-75—416	1880-81—272	1886-87—297
1875-76—393	1881-82—297	1887-88—341

**Enrollment in College Course by years, 1870-1888<sup>2</sup>**

1870-71—37	1876-77—41	1882-83— 81
1871-72—36	1877-78—45	1883-84— 99
1872-73—44	1878-79—38	1884-85—114
1873-74—48	1879-80—44	1885-86— 90
1874-75—44	1880-81—73	1886-87— 70
1875-76—47	1881-82—87	1887-88—102

The same forces that limited the number of collegiate students at Plainfield remained in operation at Naperville. The introduction of the commercial courses attracted a considerable body of students with no interest in a liberal arts or a classical program of study. The department attracted some seventy students in its various courses during the year 1883-84. The same year seventy students were enrolled in the Music and Art departments and some eighty-one in the German courses. Only a minority of these students persisted to enter the college proper and even a smaller percentage remained to earn degrees.

Any systematic study of the history of the college divulges the fact that the Classical Course never received the favor or general acceptance such studies enjoyed at Eastern institutions. This fact so impressed an observer in 1875 that he wrote: "Greek and Latin play second fiddle, so to speak, to Mathematics and Commerce. . . ." The preference for the so-called "practical studies" came largely from the economic background of the clientele rather than any inherent hostility to a classical education.<sup>3</sup> Many came from rural backgrounds and because of economic necessity preferred a more practical or professional course. Even among those qualified to pursue college studies the preference of the majority was for the more scientific courses.

<sup>2</sup> A faculty report of 1882 lamented the fact that a large proportion of the students were still in the sub-collegiate studies, but went on to express the more hopeful view that many a student almost on "the lowest scale of the ladder becomes a useful minister of the Gospel or finds some other useful occupation."

<sup>3</sup> The passage of the Morrill Land Grant Act in 1862, which stimulated the trend toward professional studies in state colleges and universities, apparently had some effect upon private liberal arts colleges.



## CHAPTER 13

### STUDENT LIFE AND DISCIPLINE

North-Western was one of the pioneer colleges of the Middle West to begin an experiment in co-education. In many schools, the mingling of the sexes was strongly resisted. Some critics asserted that higher education toughened the girls and endowed them with unfeminine characteristics, while others reasoned that co-education tended to render the young men effeminate. At North-Western, however, co-education was accepted both in Plainfield and in Naperville with little opposition, the sexes being divided in the recitation room by custom rather than by rule.

An observer attending the 1875 commencement exercises failed to detect any peculiar or undesirable effects of the system upon the graduates. The young ladies were characterized as "delicate," "retiring and womanly" and the young men "reserved and dignified." The observer, possibly as much from suggestion as fact, did discern "an air of overwork" among the ladies which he assumed must result from the perpetual competition with the stronger sex.

The progress of the "weaker sex" was evident to all when a lady, Rose Cody, delivered the valedictory oration. Miss Cody's discourse on the subject of women's rights impressed the audience and received what was termed "unbounded applause and floral tribute without stint." An oration by Mary L. Hannah was, in the view of the editor of the *Naperville Clarion*, the best ever delivered at North-Western. This was a day of triumph for co-education, since Miss Cody and Miss Hannah were the first ladies to complete the Scientific Course of the college.

This female triumph for the intellectual integrity of women at Naperville came only thirty years after Lucy Stone had been severely reproved for appearing on a lecture forum at Oberlin. Any doubts concerning co-education seem to have been dispelled by 1882 when the male graduates were portrayed as "noble looking" and the ladies as "fine specimens of western loveliness and refinement."

The private and the scholastic life of all students continued under the rigorous supervision of the faculty. The rules of the school printed in the catalog were given literal interpretation and earnest enforcement. The problem of discipline was one of the most important issues before the faculty throughout the early years at Naperville.

The enforcement of all rules was the principal responsibility of the faculty, but occasionally the Board of Trustees passed decrees

concerning student morals and discipline. A resolution of the Trustees of March, 1871, requested the president and preceptress to use their influence in opposition to "the extravagant pride and fashions of the female students and to the free and unbecoming relationships of the male and female students."<sup>1</sup>

Repeated violations of the rules could result in suspension or expulsion. Although the severe penalty of expulsion might be privately administered, at times it became a public ceremony, conducted in chapel as an example to the assembled students.

Many students were willing to admit their delinquencies and for the penitent a common practice was the signing of a pledge. At a faculty meeting in the fall of 1873 five gentlemen signed pledges not to enter saloons as long as they remained students at North-Western College. The practice of signing the pledge had been introduced by the temperance societies in the pre-Civil War years.

In addition to the printed rules in the catalog prohibiting the use of tobacco the school authorities also enacted decrees prohibiting smoking in and around the college buildings, in the streets, and other public places. In December, 1880, a student appeared before the faculty and signed a pledge that he would abstain from the use of tobacco while in attendance at the college.

The authorities were very much concerned about the conduct of young ladies on the campus. In March, 1875, the faculty voted to require pledges from a young lady as follows: She was not to go to the post office in the evening; she was to go to church and Sabbath school regularly; and she was not to associate with certain young ladies of the town. The authorities later decreed that the young "miss" move her boarding place to a location on the college side of the business district so that temptation would be lessened.

Another troublesome issue before the faculty was the question of school sociables. In 1876 news of some "noisy sociables" reached the Board of Trustees, whereupon that body expressed its disapproval of all such gatherings "where dancing, or loose and un-Christian-like conduct is carried on." As at Plainfield, all college sociables were required to meet faculty consent and have faculty supervision.

Occasionally an approved assembly or rally would go beyond the bounds of accepted propriety and the school authorities would be subjected to rebuke or criticism. Such an example of censure ensued when the faculty and treasurer opened the chapel to the Civil War general and politician, John A. Logan, for a political address.<sup>2</sup> The

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<sup>1</sup> President Smith wrote articles concerning the ill-effects of tight-fitting garments on the female anatomy.

<sup>2</sup> General John A. Logan is known to history as the founder of Memorial Day and as one of the leading promoters of the Grand Army of the Republic.

Trustees in March, 1873, approved the action of the faculty as legal, but expressed regret that the oration was followed by "unpleasant and vulgar songs."

Perhaps even more distracting than the problem of school sociables were the temptations offered students by the town. In 1880 a petition came from several students seeking permission to attend a Christmas dance at Scott's Hall. Permission for attendance at such an affair was, of course, refused and in answer to criticism from certain citizens the faculty had printed in the *Naperville Clarion* its philosophy on dancing. After expounding on the dangers inherent in dancing, the article quoted Bishop Hopkins: "Dancing in the period of youth is chargeable with waste of time, the interruption to useful study, the indulgence of personal vanity and display, and the premature incitement of the passions."

A scale for the deportment of each student was established in 1875. The student who violated no rule and maintained good conduct received a grade of five. Slight violations, such as whispering once or twice, or laughing, entailed a deduction of one point, while greater violations carried heavier penalties until a serious offender might receive the grade of zero. The deportment record of each student gave special attention to the following infractions of the rules:

- a. Non-attendance at public worship on the Sabbath.
- b. All disorder in rooms for study or in college buildings.
- c. Absence from prayers.
- d. Absence from town without permission.
- e. Absence from room during study hours or after 10 p. m.
- f. Whispering during prayers, recitation, or after general exercises of the college.

For each reported offense involving any of these items, the student was to receive a 5% reduction on deportment. The teachers were requested to keep account of all violations of the above regulations or any other rules of the school. When the student accumulated a total of 85% in delinquencies he was called before the faculty for a reprimand with the possibility of suspension.

In order to improve deportment and scholastic standing of students a program of direct supervision was initiated at the beginning of the fall term in 1872. Definite study hours were established under the guidance of the faculty. All students living in the college building were to be visited twice each week, and those in the village once a week. The lady students were visited by the president and the preceptress and the men by other members of the faculty. Each staff member made a thorough report of his visitation to the entire faculty, and all students who failed to observe study hours or who

violated any of the published rules were called before the authorities and censured.

To exercise the same control and supervision over students living in the village as well as on campus, a special form was prepared in 1878 for all landlords or landladies rooming or boarding students. The keeper of the rooming house was to answer a series of questions regarding the deportment of the students. The forms which were to be filled out every two weeks and returned to the school authorities carried five questions:

- a. Do the students conduct themselves orderly in their rooms?
- b. Do they observe our prescribed study hours?
- c. Are they in the habit of receiving calls from other students during study hours or entertaining any other company for pastime or diversion?
- d. If those rooming with you are ladies, do they receive gentlemen to spend any time in their rooms?
- e. Have you any suggestions to make not called for in these inquiries?

The degree of cooperation between the village landlords and the school authorities is difficult to estimate, but no doubt most of them graciously accepted this responsibility.

Because of the interest in strict observance of all regulations, the faculty sensed the need for some degree of specialization in the administration of enforcement. Accordingly in December, 1876, five standing committees on discipline were selected from the faculty:

1. Observance of study hours.
2. Sabbath observance, church attendance, and attendance and deportment at prayers.
3. Condition of student rooms and inspection of group affairs.
4. Classification and scholarship delinquencies.
5. Halls, dressing rooms, and study rooms in the building.

The rule requiring church attendance on the Sabbath did not imply that students were free to pursue their own pleasures or engage in unauthorized festivities following the preaching service. On June 7, 1883, the news reached the faculty that certain students engaged in a ball game the previous Sabbath day. Subsequently, the faculty decreed that confirmation of the report would mean automatic dismissal for the guilty.<sup>3</sup>

There seems to have been a tendency to attribute delinquencies or failure in scholarship to infractions of study hours, laziness, or gen-

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<sup>3</sup> There was no record of the disposition of this offense.



eral indifference. The faculty was unaware that poor scholarship achievements in some instances may have resulted from low aptitude or lack of ability. A common penalty for those found delinquent in composition or other studies was the assignment of additional essays, algebra problems, or Latin translations. This policy might be stimulating for the able student, but fatal to those with limited ability. Two students found delinquent in composition work toward the close of the spring term in 1883 were directed to prepare and hand in acceptable essays before prayers the succeeding morning. Records disclosed that some graduates who later achieved distinction were occasionally delinquent in preparation of essays, orations or compositions. Rigid disciplinary codes were already weakening in Eastern colleges and were modified at North-Western after the turn of the century.



## CHAPTER 14

### OPPORTUNITIES FOR STUDENT PARTICIPATION

In an age when student life was controlled by a minute system of faculty regulations, the opportunity for personal expression and individuality was limited. There is some question whether affirmations in recorded essays, orations, or debates were a true reflection of student opinion since non-conformity and independent discourses were not always encouraged by college authorities. It must be admitted, however, that students were given considerable latitude in their literary societies and other organizations to discuss many of the social and political issues confronting the nation.

Two organizations, the Y.M.C.A. and the Y.L.C.A., dating from the 1870's, reflected the Christian character of the institution, its leaders and students.<sup>1</sup> The Young Men's Christian Association was founded on campus on March 12, 1873, with the assistance of Robert Weidensall, Y.M.C.A. secretary in Chicago. The object of the new society at the time of its founding was to achieve greater Christian service through the union of students of various denominations, to lead to a broadened and more liberal view concerning the practical outreach of the church and to enhance the general cause of Christianity and fellowship among young people on college campuses.

The program from the beginning consisted of daily prayer meetings including Saturday morning prayers and vesper services conducted on Sunday afternoon. By the eighties an effective organization for Christian service had been formulated, with committees for devotionals, missions, receptions, reading room and finance.

A worthy project was that of supplying the college reading room with a number of standard periodicals and some of the leading magazines of the period. Lectures by some of the outstanding Christians of this era were also sponsored, and many of the social programs of the college came under supervision of the Y.M.C.A. As a practical service to their fellow-students, the society established an employment-bureau with the objective of finding positions for worthy and needy students.

The Y.M.C.A. at North-Western College was the second such student organization in the state, preceded only by the Association at the University of Illinois. The following were among the charter members: S. P. Spreng, Albert Goldspohn, John Troeger, William

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<sup>1</sup> The name Young Ladies' Christian Association was later changed to Young Women's Christian Association.

Caton, F. H. Spreng, August Haefele, J. W. Ferner, Casper Hatz, and S. P. Ecki.

The Young Ladies' Christian Association had its beginning on November 4, 1875, when a group of young ladies met to take the initial steps for its founding. At this session a constitution was approved, officers elected, and a committee appointed to solicit members for the new association. The officers selected included Anna M. Kletzing, president; Louise Knobel, vice president; Lizzie Keiper, recording secretary; Mollie Jones, treasurer. The faculty sponsor and supervisor of the association was Miss Cunningham, preceptress who taught botany and history.

The objective of the new organization, as elaborated in the preamble to the constitution, was to "promote Evangelical religion among the young ladies of this college and vicinity." Any lady of good moral standing was eligible to become a member.<sup>2</sup> At one of the early meetings of the Y.L.C.A. invitations to unite with the college organization were extended to young ladies of the town through the pulpits of the various churches. Like the Y.M.C.A. this was the second organization of its kind in the state—the first being at the University of Illinois.

The first fund-raising project in the history of the organization came on the evening of May 9, 1876, with a program of literary and musical numbers. The proceeds of the entertainment amounted to \$66.00, a financial success for a student project in this period. The ladies furnished the Y.L.C.A. room with chairs, table, picture and vases giving it an elegant appearance. The women apparently were more successful than the men in balancing their budgets, for we discover in the fall of 1876 the Y.L.C.A. contributing \$12.00 to the Y.M.C.A. for reading material.

One of the most common subjects for discussion at the meetings of the Association, at least in the early years, was temperance. The recent formation of the Women's Christian Temperance Union by Frances Willard exerted a strong influence upon the young society at North-Western.<sup>3</sup> Joining reformers in the fight against the liquor traffic, the societies circulated temperance pledges among students and faculty in the fall of 1877.

Special missionary plans were undertaken including visitation of those students who were not Christians, and extending invitations to them to attend society meetings. Contributions were occasionally

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<sup>2</sup> Membership in the association increased from 33 in 1876 to a total of 62 ten years later.

<sup>3</sup> Frances Willard delivered a temperance lecture at the college on December 18, 1873.

sent to missionaries abroad, such as the \$5.00 sent to a Miss Hudson in Japan.

The work of the Y.M.C.A. and the Y.L.C.A. received special praise and commendation from the faculty reports to the Board of Trustees which indicated that more than one-half of the students were members of these Christian organizations. The Associations must have been responsible in part for teaching and demonstrating to fellow-students the principles of Christian living and service in the environment of a college campus.

The first student organization reflecting an interest in scientific principles as taught in the classroom was the Natural History Association. The society was organized on November 5, 1874, when H. H. Rassweiler called a meeting of Zoology students and others interested in forming such an organization. At the meeting Rassweiler, C. F. Rassweiler, and J. L. Rockey were appointed as a committee to prepare a constitution. The purpose of the organization as stated in the constitution was to create and perpetuate an interest in the study of the various branches of the Natural Sciences. Any student was eligible for membership by affixing his signature to the constitution and by paying an initiation fee of twenty-five cents for ladies and fifty cents for gentlemen. Twenty students became charter members.

A significant article of the original constitution was the provision calling for establishment of a museum of suitable cabinets of specimens for study and reference, such museum to be placed under the supervision of a curator. At a meeting on April 5, 1875, it was voted to invest fee monies in specimens for the creation of a museum and in addition to promote the establishment of a botanical garden.

The Museum and Botanical Garden became reality about 1876. The Museum soon became a popular exhibition where specimens of the squirrel, the rabbit, the mink, and the cat attracted the attention of curious visitors. The group paid \$33.00 for a moose head which constituted one of the early additions to the Museum. A section of the campus to become known as the Botanical Garden was ornamented with fine graveled walks and set with plants of great variety. The garden was furnished with rustic settees and vases containing climbing and creeping vines. Because of the expense and the constant labor entailed in such a project, the Botanical Garden was maintained only for a limited time; major interest was concentrated in the Museum.

It was apparent that the Association, to sponsor these projects, would need more funds than could be procured by initiation fees. Accordingly, the society began to promote fund-raising ventures such as entertainments and special lectures.

Programs held during the year 1877-78 varied from lectures on Alexander Bell's new invention, the telephone, to discussions on flower culture and astronomy. Fund-raising ventures this year consisted of lectures by H. H. Rassweiler and the sale of photographs of the entire faculty at \$1.35 each. These money-raising activities were not entirely successful since the society was forced to borrow money to pay off an indebtedness.

The following subjects constituted the lecture series for the meetings of 1883-84:

"Primitive Man Not a Monkey" by Rev. N. S. Sage

"The Starry Heavens" by Rev. N. A. Prentiss

"The Philosophy of the Gospel in Relation to Law" by Rev. D. B. Byers

"The Destruction of Ignorance" by Rev. C. E. Manderville

"The Fire Fiend" by H. H. Rassweiler <sup>4</sup>

A few years later the society sponsored lectures on such diverse subjects as lightning, owls, lizards, the albatross, and astronomy.

A new Faculty and Science Association inaugurated a lecture series of programs for the winter term of the college in 1882, a practice that was followed in succeeding years. The series in the winter of 1884 included a lecture on "The Heroes of the Homeric Age," "India," and in February, 1885, a lecture by Frank W. Smith on "Andersonville." (Smith had been a prisoner in this famous Confederate military prison.)

An Herbarium Society was organized by the class of 1883-84 with the object of collecting and classifying botanical specimens for the museum. As a result of their efforts they soon boasted some fifty or sixty pressed and mounted specimens. The society made an appeal in the *Chronicle* of March, 1885, for alumni and friends to forward "vegetable phenomena" with a section reading: "Toss to us the Mexican rose, the bristle cacti of Arizona; press for us the tropical ferns; send the mistletoe." Because of the growing and varied interests of the group, the name of the society was changed to the Natural Science Association in 1887 and the work divided into three departments—zoology, geology, and botany.

A number of student societies organized during the 1870's and 1880's endured for only limited periods. Some were contemplated but never received official acceptance. The faculty for a time frowned upon debating societies, possibly because of the fear that such an organization might lead to unprincipled, dangerous and ill-advised discussions. In fact, a debating club was ordered to disband in the

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<sup>4</sup> This lecture may have been inspired by the destruction of the old college building at Plainfield by "a fire fiend." Rassweiler wrote an article on this destruction in the first issue of the *Chronicle* in 1873.



fall of 1880; however, a few weeks later the faculty granted a student petition to reorganize this society with the following attached conditions:

- a. That the constitution be amended limiting the club to college students.
- b. That all the records of the proceedings be laid before the faculty.
- c. That the students be responsible for the keeping of the room.
- d. That the sessions be limited to one and three-fourths hours.

A Commercial Round Table Club was organized in 1873 or 1874 by students enrolled in commerce and business courses. It was active only three or four years.

There were numerous temperance activities in the village of Naperville in the eighties. Out of this enthusiasm came the Silver Star Society for children, the Middle Links Society for young people, and the Women's Christian Temperance Union for ladies. Much of the inspiration for the organization of these societies in the churches came from faculty members and their wives. On April 13, 1887, Walter Mills, secretary of the National Inter-Collegiate Prohibition Association, addressed the college chapel on behalf of the organization of a prohibition club. As a result of this address a society was organized with fifty-four charter members including students and faculty.

There was interest in the woman's suffrage movement at the college and in Naperville. A few lecturers of the movement visited Naperville and presented their programs to the students and people of the village. Especially at the college it was a favorite subject of the ladies in oratory or society debates. There seemed to be less general enthusiasm for woman's suffrage than for temperance, however; a poll of the male students registered a majority opposed to this reform.

The early inspiration for the detection and promotion of musical talent on the campus and in the community came as a result of the interest and guidance of H. C. Smith. In his dual capacity as professor of the Classics and of Music, Smith never neglected possibilities or opportunities in the latter field. Shortly after the removal of the college to Naperville, Smith conducted a singing group which included people from town as well as college.

The first college glee club, later known as the Musical Union, was organized under his direction in 1881. Smith's daughter Fannie sang in this group and wrote that they performed such classical selections as "The Bells of St. Michael's Tower," "The Storm King," "The Soldier's Chorus," and such humorous and popular numbers

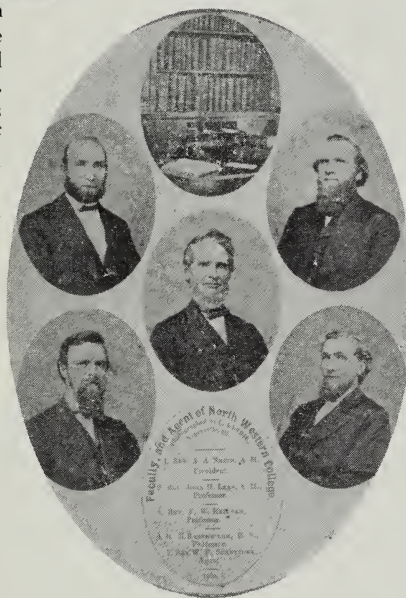


Plainfield College  
1861  
Plainfield, Illinois



Mary Dreisbach Smith  
with grandparents, the  
Rev. John Dreisbach and  
Fannie Eyre Dreisbach.  
The Rev. Dreisbach was  
one of the founders of  
the Evangelical Church.

*Courtesy, Gertrude Hildreth*

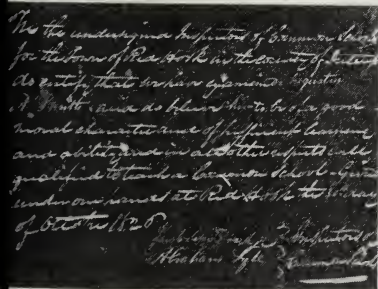


Faculty and Agent  
North-Western College  
1869

Rev. A. A. Smith, *President*; Rev. John H. Leas, *Professor*; Rev. F. W. Heidner, *Professor*; H. H. Rassweiler, *Professor*; Rev. W. F. Schneider, *Agent*.

*Courtesy, Mrs. J. S. Owens,  
Calhoun, Kentucky*

First Teaching Certificate of  
A. A. Smith, 1826

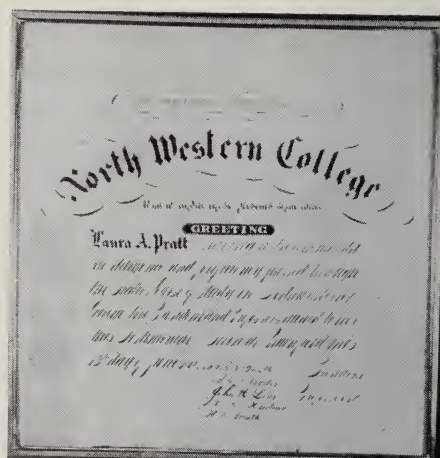


One of early classes





First graduates, 1866



One of Diplomas issued to first graduates  
of Class of 1866



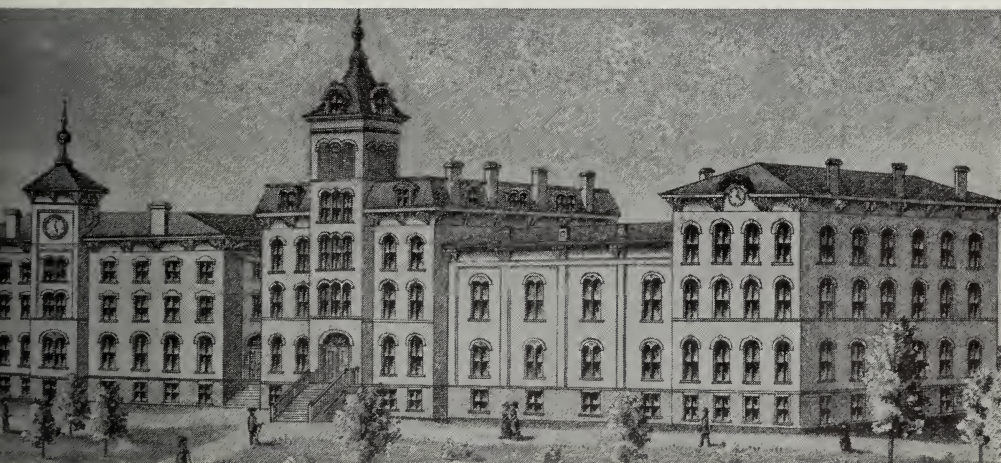
Laying of Cornerstone of Old Main, Naperville, 1870





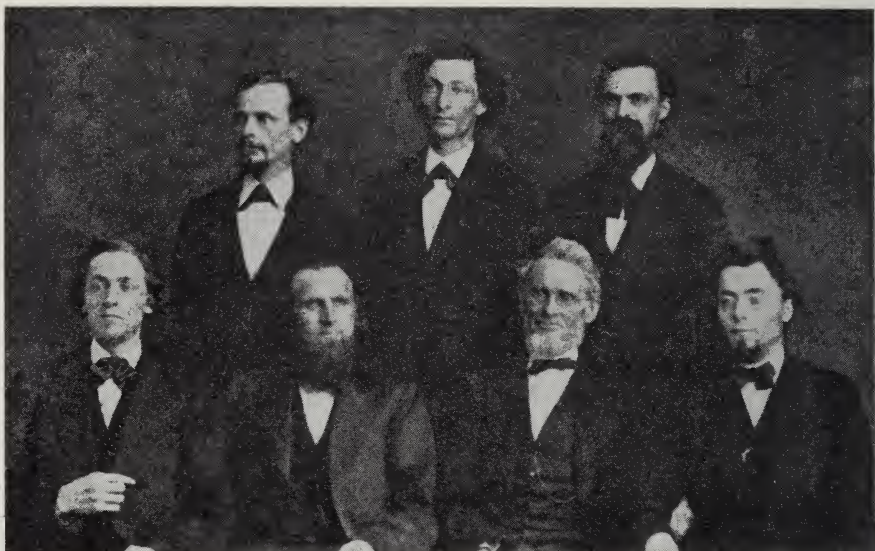
*Courtesy of Carrie Weis, Naperville*

Old Main. Original sketch of lithograph made by Hugh Wilber Ditzler, age 15 years, of Naperville, Illinois, May, 1886.



*Courtesy of Carrie Weis, Naperville*

Proposed plan for Old Main upon completion. North wing to the building was never constructed.



Faculty at North-Western College in 1870's

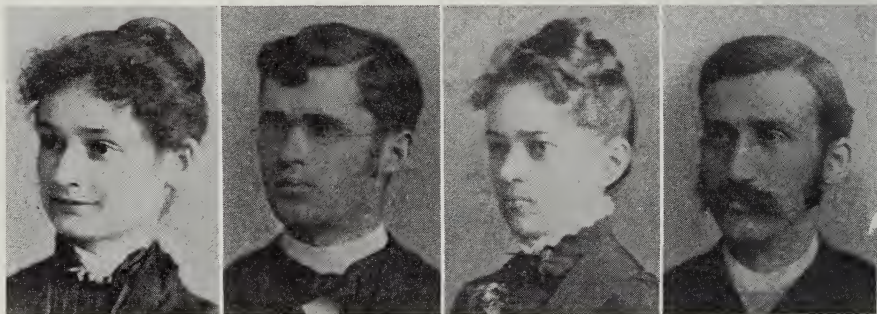
*Seated:* William Huelster, F. W. Heidner, A. A. Smith, Anton Huelster.

*Standing:* H. C. Smith, C. F. Rassweiler, H. H. Rassweiler.



Jasper G. Cross    Nancy Cunningham

Faculty members, 1870's



Lucy Smith

W. L. Lerch

Hattie C. Miller

S. H. Baumgartner

Typical Students of the 1880's





View of "Piety Corner" (churches) and Old Main (looking east from Franklin Avenue and Washington Street), about 1900



North-Western Faculty and Student Body, about 1894





*Courtesy of James Wolf*

Chapel service conducted by President Kiekhoefer (in Smith Hall) early 1890's

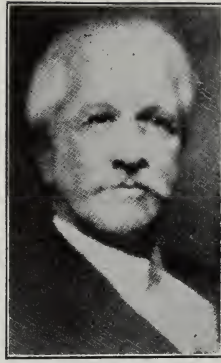


First College Orchestra, 1886

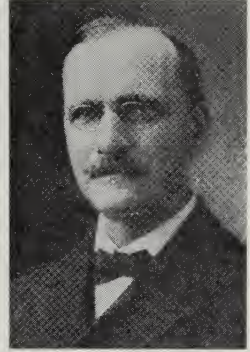
Walter M. Givler, E. W. Averill, Alf Snyder,  
John Rishel, Mattie Smith, Lucy Smith, C.  
Breithaupt.



Bicycling, student activity, about 1900



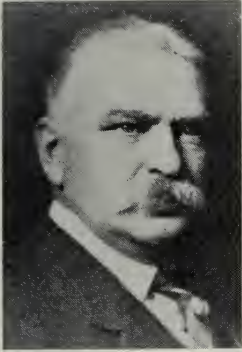
James H. Breasted  
Class of 1890



Albert Goldspohn  
Class of 1875



Levi M. Umbach  
Class of 1877



John Warne Gates  
1872-1873

*Courtesy of  
Lester Norris Family*

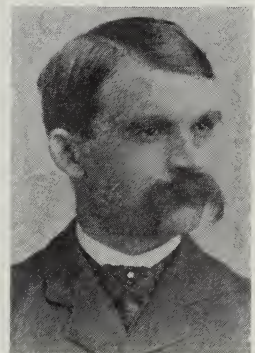


F. L. Maytag  
1872-1873

*Courtesy of Maytag  
Washing Machine  
Company*



Peter E. Kroehler  
1890-1891



James L. Nichols  
Class of 1880





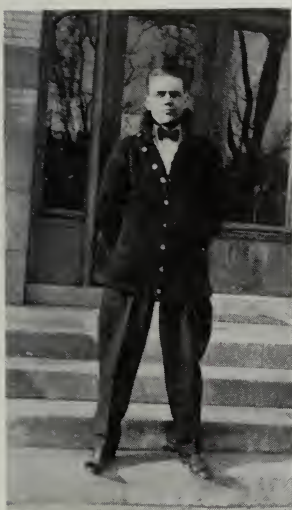
North-Western College Faculty, 1904-1905

*Seated:* G. J. Kirn, S. L. Umbach, H. J. Kiekhoefer, F. W. Heidner, H. C. Smith, G. W. Sindlinger. *Standing:* A. C. Gegenheimer, E. E. Rife, M. E. Nonnamaker, Fannie Lauver, Thomas Finkbeiner, Mary Bucks, McKendree Coultrap, Luella Kiekhoefer, George Laird, G. P. Naumann.



North-Western College Glee Club, about 1905

*Second tenor:* J. G. Feucht, E. G. Vaubel, R. T. Daeschner; *First bass:* E. F. Eilert, S. F. Hilgenfeld, I. M. Grey; *First tenor:* H. E. Griebenow, G. E. Schlafer, G. E. Geist; *Second bass:* W. G. Gunther, J. A. Frey, W. M. Vogel. Professor Abraham Miller, *director*.



C. M. Osborne, *first athletic director* (full-time, 1914.



Nichols Hall (*Gymnasium*), destroyed by fire, 1929



Baseball players—about 1900



Reserve Officers Training Corps, Company "A", 1920





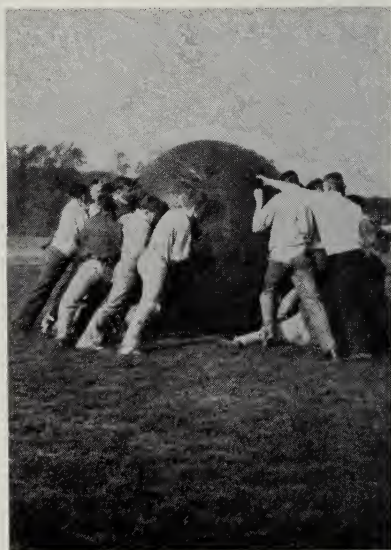
**Booster Day Parade, May 21, 1915**

(Corner of Washington Street and Jefferson Avenue. Corner building is Post Office, to left is the former Scott's Hall, and Broeker and Speigler store.)



*Courtesy of John R. Bouldin*

**Homecoming Parade, 1929**



**Push Ball Contest**



**May Fete, about 1920**



Philanthropists Henry and Annie Merner Pfeiffer



Cornerstone-laying Ceremony, 1925  
Pfeiffer Hall



The Barbara Pfeiffer Memorial Hall





Museum—Pride of NWC



Goldsponh Hall of Science



Campus scene about 1895  
(Note boardwalk constructed by faculty)

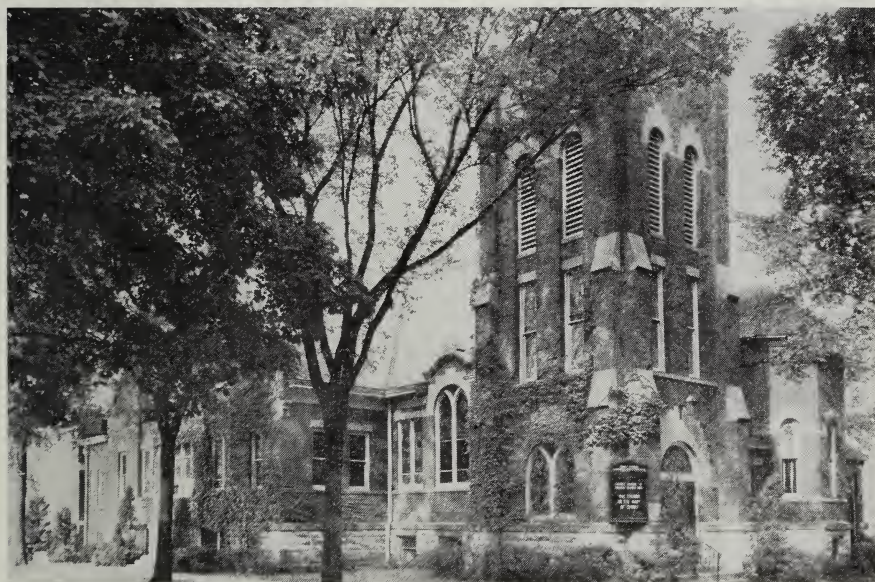


Spring and pool on Fort Hill Campus



Johnson Hall. (Razed in 1954; Seager Hall constructed on this site.)





Evangelical Theological Seminary, Main Building

First Evangelical United Brethren Church, descendant of the second Evangelical congregation organized in Illinois.

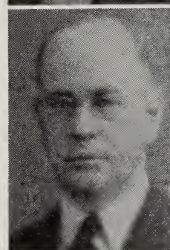
Grace Evangelical United Brethren Church, celebrated fiftieth anniversary in 1959.





Fisher  
Wall  
Quilling  
Siere  
Meier

Bieber  
Snyder  
Harman  
Himmel  
Priem  
Wiley



Coultrap  
Domm  
Oliver  
Pinney  
Eigenbrodt

Attig  
White  
Heinmiller  
Walton  
Kerr



Faculty and Administrative Leaders of the past who served during first half of twentieth century:

Chester Attig, *History*; Leonard Bieber, *Physical Education*; Clara Bleck, *French and Dean of Women*; McKendree Coultrap, *Mathematics*; Edward Domm, *Religious Education*; Harold Eigenbrodt, *Zoology*; Thomas Finkbeiner, *German and Registrar*; Gordon Fisher, *Physical Education*; Marian Harman, *Classics*; William Heinmiller, *Social Science*; Edward Himmel, *Botany and Education*; James Kerr, *Commerce*; George Kirn, *Philosophy, Psychology and Dean*; Alice Meier, *German*; Hildred Nienstedt, *Librarian*; Marion Nonnamaker, *Chemistry and Secretary to Faculty*; Guy Oliver, *Speech*; Claude Pinney, *Music*; Lillian Priem, *Chemistry*; Florence Quilling, *Home Economics*; Annette Sicre, *French*; Hazel Snyder, *Home Economics*; Frank Umbreit, *Treasurer*; Clifford Wall, *Physics*; Calvin Walton, *Botany*; Harold White, *English*; Elizabeth Wiley, *English*.

(Pictures from Spectrum, 1932)



Finkbeiner



Bleck



Nonnamaker



Umbreit

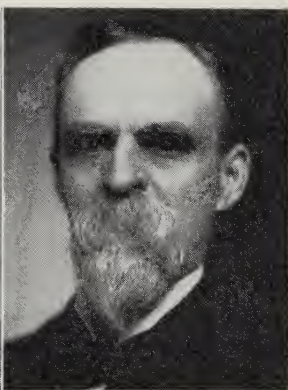


Kirn

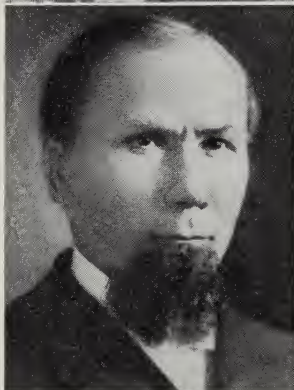


Nienstedt

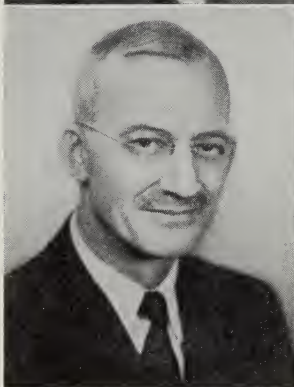




Smith  
Rassweiler

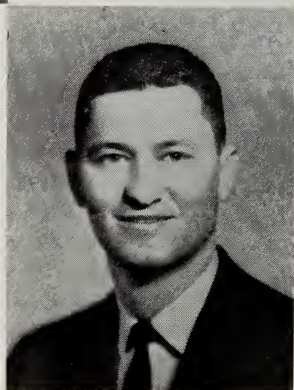


Kiekhoefer  
Seager



Rall  
Geiger

Schilling



Presidents: Augustine A. Smith, 1861-1883; Henry H. Rassweiler, 1883-1888; Herman J. Kiekhoefer, 1889-1910; Lawrence H. Seager, 1911-1916; Edward E. Rall, 1916-1946; C. Harve Geiger, 1946-1960; Arlo L. Schilling, 1960 —. (Levi M. Umbach served as acting president during the interim, 1910-1911 and Thomas Bowman was president for a short time.

as "Mrs. Winslow's Soothing Syrup," "Simple Simon," and "The Boy and the Bee."

The Apollo Musical Club, an instrumental group, was organized under Smith's guidance in 1885. Originating with sixteen members, the organization was comprised of young people of the town as well as of the college. Lucy and Mattie Smith, daughters of the professor, were members of this first college orchestra. James H. Breasted played the flute and was a narrator for its programs.

### Commencement Concert of Musical Union and Apollo Musical Club

June 16, 1887

#### PART I

1. "Nymph of the Mountain"—Overture .....*P. Caveaux*  
Orchestra
2. (a) "The Wind" .....*F. Otto*  
(b) "Bright Sword" .....*Von Weber*  
Octette of Male Voices
3. "Allegretto" from Symphony in A .....*Beethoven*  
Lucy, Fannie, and H. C. Smith
4. "Merry Frolic on the Green" .....*Bennett*  
Octette of Female Voices
5. "Firefly Waltz" .....*H. Hermann*  
Orchestra
6. "Gipsy Life" .....*R. Schumann*  
Musical Union
7. "Rigoletto" Paraphrase .....*F. Liszt*  
Lorene B. Rassweiler
8. "Storm and Sunshine" .....*Dudley Buck*  
Laura M. Byers
9. "Alpenlieder" .....*H. Scheur*  
Lucy J. Smith
10. "Radway's Ready Relief" .....*J. K. Paine*  
Baumgartner, Neitz, Lerch, Breithaupt
11. "La Favorita" .....*Donizetti*  
Orchestra
12. "Down in a Dewy Dell" .....*H. Swart*  
Fannie, Mattie, and Lucy Smith
13. "Hungarian Dances" No. 1 and 2 .....*J. Brahms*  
Lorene B. Rassweiler and H. C. Smith
14. "Overture des Marionettes" .....*C. Gurlitt*  
Flute, 1st and 2nd Violins and Piano  
Snyder, Smith, Breithaupt, Smith
15. "Bells of St. Michael's Tower" .....*Sir R. P. Stuart*  
Musical Union



16. (a) "Spring's Awakening" .....*E. Bach*  
 (b) "Merry Spring Polka" .....*Berger*  
 Orchestra
17. (a) "Presage of Spring" .....*Alexis Hollaender*  
 (b) "Sparrow's Twitter" .....*T. Otto*  
 Smith, Byers, Bucks, Baumgartner

The music education of college students and Naperville citizens was broadened by the appearance of leading artists in the chapel and at Scott's Hall in the town. One of the earliest of these inspirational events was the Rock Band Concert by the Till family of London, England, in March, 1880. The audience was thrilled by the twenty different instruments, including the "Rock Harmonicon." About 1883 came the Royal Hand-Bell Ringers of London to Scott's Hall. Other programs of note included the original Fiske Jubilee Singers, the original Spanish Students and the Chicago Madrigal Club.

The proximity of North-Western to Chicago gave the college staff and students certain cultural advantages not enjoyed by communities far removed from the city. This advantage was particularly notable for students of music. Fannie Smith Hildreth wrote of the famous artists which her family was privileged to hear in Chicago, including such names as Vladimir de Pachmann, Moritz Rosenthal, Ignace Jan Paderewski, Emma Eames, Adeline Patti, and Fritz Kreisler.

Presidential elections brought opportunity for students to participate in local pomp and pageantry, and to present views concerning political issues and candidates of the times. The post-Civil War period was an era of intense party rivalry and partisan loyalty. The campaign of 1880 found the homes of Naperville decorated on October 28 with bunting and flags in preparation for a rally addressed by General John A. Logan, leading Republican of Illinois. After a parade and festivities some 700 people were served lunch in Old Main. The sentiment and political aspirations of a majority in Naperville and the college were voiced when in the following election the victory for Garfield and Arthur was announced and H. H. Rassweiler recorded in his diary, "The country is safe. We thank God and take courage."

A presidential preference poll conducted at the time of the Cleveland-Blaine presidential contest in 1884 gives some clue to the political thinking of the young men at the college.

1. Are you a Republican? 41 Yes; 5 No.
2. Are you a Democrat? 4 Yes; 41 No.
3. Would you vote for Blaine? 35 Yes; 11 No.

4. Would you vote for Cleveland? 18 Yes; 30 No.
5. Has Blaine been proved dishonest? 7 Yes; 34 No.
6. Has Cleveland been proved immoral? 43 Yes; 4 No.
7. Do you favor woman suffrage? 17 Yes; 23 No.
8. Do you favor prohibition? 45 Yes; 1 No.

The returns indicate the general conservative thinking of "the gentlemen" at North-Western in 1884.

An organization designed to acquaint its members with parliamentary practice, skill in debate and discussion, and a better knowledge of the current political and social issues of the day was realized with the formation of the Senate of North-Western on September 26, 1886. In October a constitution was adopted, and the organization existed for twenty-eight years as one of the most important student societies. Sessions were held, rules were observed, National legislation was introduced, and debates and voting on each proposal followed. In short, the sessions were conducted as nearly as possible as in the United States Senate. Legislative issues debated the first year introduced many of the practical and controversial problems before the people of this period. Some of the proposed measures included an amendment to the Constitution providing for prohibition, an act to restrict immigration, a bill providing for woman's suffrage, an act to check Mormonism and a law for the preservation of the American bison. One must conclude that such an organization did offer real experience, not only in debate and knowledge of parliamentary practice, but also in keeping members informed on the leading political issues.

Four major literary societies were in existence throughout most of the early period at Naperville. The two that were most active and awakened the greatest interest were the Philologists, commonly called "Philo," and the Cliosophic, commonly known as "Clio." The first of these, the Philologists, dated its existence back to almost the beginning of the college at Plainfield. It withstood the impact of removal to Naperville and continued an active existence in the life of the new college. The Cliosophic Society was organized in the fall of 1870 shortly after relocation in Naperville. Two societies, the Philorhetorian and the Philogermanian were organized for German-speaking students and in 1880 the two merged. The fourth society, whose operations were not as continuous as those mentioned but which became active about 1877, was the Laconian. The latter served as an apprenticeship society for those aspiring to become masters in the Cliosophic or the Philologists.

**The First Literary and Musical Entertainment of the  
Cliosophic Society at Naperville**

**December 9, 1870**

Music—"God of Israel" ..... Choir of Society  
 Prayer—Reverend Mr. Cunningham  
 Music—Solo, "My Soul to God, My Heart to Thee" .....  
 ..... Prof. H. C. Smith  
 Address—C. F. Rassweiler, president of the organization  
 Oration—"The Advance of Science" ..... Charles Beyrer  
 Music—Piano Solo ..... Minnie P. Cody  
 Essay—"Education" ..... Mary E. Foran  
 Rehearsal—"Bingen on Rhine" ..... Mary L. Hanna  
 Music—"Schubert's Serenade" .... Miss Cody and Prof. Smith  
 Cliosophic Wreath—Part I ..... Mrs. M. D. Smith  
 Music—"Fifteen Cents a Quarter for Schooling" .... Quartette  
 Discussion—"Which has the greatest power for good, the  
     school, the pulpit, or the press?"  
 Music—Piano Solo, "Caprice de Concert" ..... H. C. Smith  
 Farragora Aut Mixtura Omnium ..... L. W. Yaggy  
 Oration—"Bacon and Aristotle" ..... Charles Nauman  
 Music—Solo, "The Woods" ..... Celia Skinner  
 Cliosophic Wreath—Part II ..... Rose Cody  
 Music—Duet, "O Wert Thou in the Cauld Blast" .....  
 ..... Mr. and Mrs. H. C. Smith  
 Poem—"God's Home" ..... Nancy Cunningham  
 Music—"We'll Have to Mortgage the Farm"  
 Admission—25¢  
 Doors open at 6:30. Exercises to begin at 7 o'clock

To educators of this period the literary societies exerted a very important influence in the formation of mental alertness and training in mental discipline. In addition, they were considered indispensable in building moral character, in providing forensic experience and in preparing participants for responsible public life. The college catalog for 1875 expressed praise for these societies: "Associations of students, judiciously managed—devoting themselves not to trivial, but to significant, earnest discussions and inquiries, always conducted in harmony with the highest duties and objects of college life—receive the hearty support and willing counsel of the faculty of the college."

Keen rivalry persisted between the two most active of the societies, the Cliosophic and the Philologian, and students labored diligently to secure names to propose for membership. Small wooden ballot boxes were used containing white balls and black balls, and as prospective candidates filed by, those receiving white balls were elated by the symbol of election while those handed black balls were disappointed by their rejection.

Membership in the Cliosophic Society consisted of both active and honorary classifications. All active members had to be connected with the college as faculty or students, while members not directly affiliated with the college were characterized as honorary. The purpose of the society as stated in its constitution was "the cultivation of a literary taste and general improvement in the arts of public reading, speaking, and debate."

Questions debated or discussed at the weekly meetings embraced general philosophical problems, political issues, social matters, and sometimes unanswerable subjects that could only incite endless discussion. The following are examples of some of the questions before the meetings :

Do tears indicate a weak mind?

*Resolved*, That ignorance and superstition cause more misery than pride and ambition.

*Resolved*, That oil put into a castor is castor oil.

*Resolved*, That women are more given to revenge than men.

*Resolved*, That there is more intelligence in the western states than in the eastern.

*Resolved*, That man cannot express in language what he knows.

It was usually considered an honor to be given a "society" card with an invitation to appear before the group on a certain date. There were many forms of oral presentation and the invitation might call for a reading, essay, humoresque, critique, oration, debate, declamation, panegyric, eulogy, etc. Because of their greater application to the civil duties and political responsibilities of men, the eulogies, orations and debates were generally reserved for male students. The societies exerted every effort to present their best talent and entertainment at the close of a term or school year.

A patriotic program was sponsored by the Cliosophic Society on Washington's birthday in 1885. It was a very historic occasion since the meeting was held on the day the famous Washington Monument was dedicated at our national capitol. The room was decorated with bunting to make the occasion appear even more patriotic. The meeting opened with an oration on "Our National Banner," followed by "a panegyric on George Washington," a speech on Benjamin Franklin, and a rehearsal of "The Polish Boy" by James H. Breasted. The observance closed with the reading of a speech of Patrick Henry.

Instructors sometimes presented the fruits of their class labors in public exhibitions before the community at the close of the year. Special awards were usually offered for the best performance in declamation, oratory or other forms of oral expression. Rose Cody presented her class in elocution before the public in a prize contest



in June, 1883. Here the audience was favored by such numbers as "Mad Mag," "The Fireman's Prayer," and "The Ride of Collins Graves."<sup>1</sup>

Besides these public exhibitions, citizens of the village, parents and friends from a distance visiting the campus considered it an unique opportunity to attend class recitations and lectures—a privilege more frequently used than in later times. A visitor to an astronomy class was so impressed by the performance of eleven students that he proceeded to express his feelings in the grandiloquent style of the period:

"May every one of these eleven stars continue to grow brighter and brighter, until they attain the zenith of their glory. May they continue to shine with unobscured horizon, with luster not dimmed, always being in conjunction, and never in opposition to the planets, whose light they may be until their heavenly father shall call them to adorn his celestial spheres is the earnest wish of a visitor."

Perhaps the letters of students to parents are among the best indications of their provocative moods and thoughts. A letter written by a student to his parents on October 8, 1870, gives some insight concerning conditions at Naperville shortly after the opening of the college here. It likewise presents a student's first reactions to the faculty divines who were to guide his new experiences in higher learning.

North-Western College  
Naperville, Illinois  
October 8, 1870

My dear Parents:

There is no school today, it is Saturday, but I have been very busy getting myself settled, and it is now evening before I begin my letter.

I am well pleased with the look of things so far. The college building is not finished all through, but that is the fault of no one here. On the contrary, every blow of the hammer, with which some strong German man drives spike nails, and sends stunning echoes all through the house, is a loud reminder to us of the persevering energy of the Building Committee. For on the first of April last, the same day on which father told me he would try to send me to College somewhere this fall, and I thought he was just fooling—the place where the five-story building now stands was unbroken prairie.

We have met in the Chapel every day, where we have reading the scriptures, singing, and prayers. I like the appearance

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<sup>1</sup> E. B. Baldwin, who accompanied Admiral Peary on his mission to the Arctic appeared on this program.

of the faculty very much. The president, Mr. Smith, looks for all the world like Uncle John; although of course he is more learned than Uncle John. He speaks to us very pleasantly and appears glad to see us.

When I came here I found a number of boys who were trying to raise a club to board themselves outside of the building, and I have joined them. We can board much cheaper by taking turns in doing our own work. You need not be alarmed about its effect on my health, because if I see it does not agree with me, I will go right back into the college again.

But we have found no good rooms yet. The Naperville folks are very terribly afraid of having their ceilings smoked, and if you tell them you want to cook in the room they tremble all over and won't let you have it at all. I have a suggestion to make to the town. They have raised \$25,000 to pay for the college and now let them buy that leaky old building on the corner by Hillegas and Co.'s, and turn it over to the students to cook in, or do what they please with. They did more than that for Mr. Bouton, the Fork Factory man; they gave him two buildings.

You see there is a fork factory here; and one day Aurora looked up through the woods and saw it. Aurora saw it, and then there was no more peace. She began to pull it away, and Naperville pulled, too. They pulled a good while. But at last all the folks in Naperville clubbed together and tied these two houses on to it, and that made it so heavy that Aurora could not budge it any more. So everybody is glad except nervous travelers and invalids at the down-town hotels.

The town is well supplied with schools and churches. There is only one real old-fashioned school house. But the Academy is equal to three school houses, and the college to a dozen of them.

There are seven churches—three German and four English. The last have all been fixing up through the summer in readiness for us students; and the Baptist Church is not finished yet. But of course I shall attend there nevertheless, for I know you would prefer that I should attend the Baptist Church, whenever there is any in the place where I am. I shall go down in the morning and see if they will make me welcome. And this reminds me that I must stop and black my boots and get ready, for I promised you that I would never do that on Sunday.

Love to all,

Your affectionate son.

One of the amazing revelations of the letter is the apparent knowledge of Naperville that the young man has been able to accumulate in a very short space of four days, since his arrival at school. Aside

from the interest in problems of the village, the reactions of this student do not seem to be far removed from the views of freshmen arriving at the college in later years.

The great Chicago fire of 1871 attracted more campus attention than any other national phenomenon that transpired during the early years. Because of the proximity of the institution to Chicago, a holiday must have been observed as "most of the male members of the school" made the trip to view the ruins wrought by the great holocaust. On the third night after receiving news of the conflagration, H. H. Rassweiler wrote in his diary that in the evening the heavens in the direction of Chicago were so brightly illuminated that a glare was cast through the windows of his home in Naperville, a distance of some 28 miles. The service rendered by citizens of Naperville was a Christian witness to the multitudes in distress.

## CHAPTER 15

### ALUMNI ASSOCIATION AND DISTINGUISHED STUDENTS

North-Western College was most fortunate in having almost from its beginning an active and progressive Alumni Association. The Association was organized when the following preamble to the constitution was adopted: "Whereas, we as graduates of North-Western College, desire to perpetuate the pleasant associations of our college days, and to gather into a closer relationship all those who have received the honor of our Alma Mater: Therefore, we do, this 9th day of June, 1869, organize ourselves into an association . . . called the Alumni Association of North-Western College." At first the constitution designated all graduates of the Classical, Scientific, and Ladies' Courses as members of the Association. The constitution likewise specified that so far as practical each member was to be required to attend the annual meeting and even made provision for the program which was to consist of orations, essays and music.

In 1882, the constitution was amended to make eligible for honorary membership the wives or husbands of graduates. The by-laws provided for an annual business meeting to be held at 10 o'clock in the morning of Commencement Day with a regular program in the chapel in the evening.

The first officers of the association were H. H. Rassweiler, president; Libbie Chinn, vice president; Florence Sims, secretary; Ella Hagar, treasurer. After the organizational meeting in 1869, the next session apparently was not held until 1871. Little information exists concerning agenda and discussions at the first several meetings; however, the removal of the college to Naperville caused some division in the Association and provoked a bitter discussion at the session in 1872.

The first reunion dinner of the alumni was held the year of the centennial of our nation on June 14, 1876. At this dinner the practice of holding a reunion at each annual meeting was discussed and approved. The first interest in absentee members was noted at the 1877 meeting when the secretary was directed to ascertain the addresses of all such absentees and to correspond with them.<sup>1</sup>

It was agreed at the session in 1880 that each member of the Association prepare a letter relating their activities, such missives to be

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<sup>1</sup> In 1878 the first recorded death of a member of the Association was that of Susie Neiswender, graduate of the class of 1872.



edited by a committee and read before the assembled graduates. The members were permitted the choice of delivering an oration if they did not choose to exercise their literary talents. At this meeting the practice of awarding prizes for the best orations and declamations was adopted. From this session also came the request that the Association be represented on the Board of Trustees, an action approved in 1881.

Particularly concerned with the financial difficulties facing their Alma Mater in 1881, the Association appointed a committee to study ways and means of supplementing college income. It was generally agreed that some special chair be endowed, and that the alumni hold a public concert the next year in order to raise funds.

The resignation of A. A. Smith as college president in 1883 brought special recognition from the alumni for his twenty-one years of potent leadership in the life of the institution. The Association characterized the spirit of its members in a resolution which read: ". . . that we unite in tendering the president our hearty congratulations in view of the fact that the instruction he has imparted and the principles he has inculcated during half a century of professional life are today finding a living expression and a practical exemplification in the successful lives of thousands of his pupils all over the land."

The alumni, at the same session, also rendered special tribute to one of its own members, newly-elected President H. H. Rassweiler. A resolution was adopted: ". . . that we do most heartily approve the selection which that honorable body, the Board of Trustees, has made and acknowledge the wisdom of their choice in calling Professor H. H. Rassweiler to the head of the institution which is under their immediate control."

A total of fifty-six members returned to their Alma Mater in 1886 on the occasion of the twenty-fifth anniversary of the founding of the college, forming the largest assemblage of graduates for many years to come. Two of the first graduates of the college, Florence Sims Jordan and Benjamin F. Dreisbach, and Catherine Harlacher, one of the first teachers at Plainfield, returned for this historic event. A reception given by the faculty at the home of President Rassweiler was attended by approximately 170 alumni and former students of the college. An orchestra from Chicago furnished entertainment for the guests.

The bitterness of the division of the Evangelical Association pervaded the sessions of 1888. The Association went on record in opposition to the Board action in relieving Rassweiler of his position as president of the college.<sup>2</sup> The organization passed a series of reso-

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<sup>2</sup> The relationship between President H. H. Rassweiler and the church division will be discussed in a succeeding chapter.

lutions praising the record of Rassweiler for his twenty years of service as instructor and five years as president of North-Western College. The Church division had an adverse effect upon the Alumni Association and attendance at the annual meetings declined for a number of years.

North-Western's most distinguished alumnus, James Henry Breasted, attended the college during this period. Breasted was born at Rockford, Illinois, on August 27, 1865, a son of Charles and Harriet Breasted. About 1873, the family moved to Downers Grove, Illinois, and was living there when young James, at the age of fifteen, entered North-Western College. His first term courses included Introductory Latin, Algebra, and Philosophy, with a combined grade average of 91.7. During the winter term he was forced to leave school because of illness; he did not resume his studies until the fall of 1883 when he re-entered the college as a freshman in the Classical Course. Breasted remained two years, concentrating on the study of Virgil, Horace, and Tacitus. During the eight terms of attendance he maintained a 94.8 grade average. Before graduating from North-Western, he pursued pharmaceutical studies and attended Chicago Congregational Seminary, where he was introduced to the study of oriental languages. It was at this point that he decided to return to North-Western to complete work for the A.B. degree preparatory to the study of Semitic Languages at Yale University. Following graduation at North-Western in 1890, he entered the graduate school at Yale where he earned the Doctor of Philosophy degree.

Breasted later became internationally famous as professor of Egyptology and Oriental History, director of the Oriental Institute in Chicago and chairman of the department of Oriental Languages and Literatures at the University of Chicago. He also became famous as an author of books on ancient history and of a number of articles that appeared in scientific and professional journals of Europe and America.

It would be difficult to evaluate the exact contribution of Breasted's training at North-Western to his brilliant career as a world scholar. One might conclude that without this broad basic education in a liberal arts college, the vistas to greatness in research and scholarship might not have opened. It has been maintained that a part of Breasted's inspiration for great achievements in the area of research came from a lecture by Henry H. Rassweiler, president of North-Western College. In 1933, Breasted acknowledged the influence of another teacher at old North-Western, by personally presenting a copy of his latest book to his former Latin professor, H. C. Smith.

A complete list of outstanding students of the era is beyond the scope of this book. Many who attended for brief periods profited

by their limited experience as students and became worthy contributors to business, teaching, preaching, and other useful vocations. John Warne Gates, who enrolled in the Commercial Course in the fall of 1872, later became nationally famous in American financial history as the "barbed wire king."<sup>3</sup> Gates also entered the arena of steel production and contested for a time the Gary and Morgan interests in their new creation, the U. S. Steel Corporation. His investments in oil made possible the founding of the Texas Company or Texaco.

Frederick Lewis Maytag, whose family name is a familiar word among appliance-conscious housewives, attended North-Western in the winter term of 1872-73. Born near Elgin, Illinois, one of ten children, young Maytag moved with his family in a covered wagon to Iowa settling on a farm near Newton. After returning to Illinois to attend North-Western, Maytag engaged in a number of productive enterprises before founding the nationally famous washing machine company at Newton, Iowa, in 1907. In 1926 Maytag was awarded a gold medallion from the Home Appliance Merchants of America for his services "in originating and manufacturing electrical home appliances." On the occasion of his 76th birthday in 1933, the Newton community held Maytag Day honoring the famous industrialist, with the main address delivered by Colonel Robert R. McCormick, publisher of the *Chicago Tribune*.

Philanthropic graduates of this era whose names are associated with the history of the college would include Albert Goldspohn of the class of 1875 who became a distinguished professor of surgery at the Chicago post-graduate Medical School. Goldspohn is particularly remembered for his philanthropy and service to his Alma Mater. His gift made possible the erection of the science hall that bears his name. Levi M. Umbach, graduate in the class of 1877, ten years later was appointed to the staff as professor of Natural Science. He later brought fame to the college as a botanist and professor of science. J. L. Nichols, class of 1880, became a very popular instructor in the field of commerce and promoter of a successful publishing business. His bequest made possible the building of Nichols Hall gymnasium in 1901. A graduate who later served the college as its president was Lawrence H. Seager of the class of 1887. He likewise rendered notable service in various capacities in the church. E. B. Baldwin, class of 1885, became a noted meteorologist who accompanied Robert E. Peary on his North Greenland expedition in 1893-94. Baldwin built and named Fort McKinley, discovered

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<sup>3</sup>John W. Gates, like his early friend and later rival, Elbert H. Gary, was a DuPage County farm boy who became one of the great "moguls" of American finance by 1900. Before his death he had extensive investments in barbed wire, steel and oil.

and explored Graham Bell Land, organized and commanded the Baldwin-Ziegler polar expedition in 1901-02, and was author of *Search for the North Pole*.

The philanthropist, Henry Pfeiffer, through whom so many college improvements of a later day were made possible, was a student at North-Western during the years 1875-77. Henry and his brother, G. A. Pfeiffer, later built a drug empire that embraced some of the leading pharmaceutical companies in the nation. A more detailed account of this noted benefactor and the contributions of the Pfeiffer family appears in a succeeding chapter.

Peter E. Kroehler, founder of the famous furniture company, whose name is also associated with college philanthropy of a later period, was a student in the commercial department of the college in 1890-91, during the early period of the Kiekhoefer administration. From a humble farm home on the Minnesota frontier, Kroehler rose to the presidency of the world's largest furniture manufacturing company. His desire to seek opportunities that only an education could afford led him to enroll in the commercial courses at North-Western. Following study at the college he entered the business world in 1893 at the age of 21 to work in a lounge factory founded by his former professor, J. L. Nichols, at a salary of \$26.00 a month. Shortly afterward young Kroehler borrowed \$500 from his father and purchased an interest in the factory. He went on to build the renowned manufacturing company whose products encircle the globe. In later years Peter Kroehler spoke of the influence of North-Western (North Central) College on his life and professional success:

"I am a product of a Minnesota farm and North Central College. If I had not attended North Central College, I would not be in the business I am in today. I owe much of my success, if it may be termed as such, to the training, influence and inspiration received at North Central, and I know as it is in my case, North Central has contributed greatly toward shaping the lives and careers of thousands of students. . . ."



## CHAPTER 16

### "THE CHRONICLE"

Throughout most of its history North-Western College has been fortunate to have an effective medium of student expression, namely, the *Chronicle*. It would seem that few colleges have had such an extended and successful record with a single student publication. No rival publication has been able to dislodge the *Chronicle* as the central vehicle of student news and opinions.

The need of a college paper apparently was realized by the faculty and students at an early date with the fruitful result that in May, 1873, the first college *Chronicle* made its appearance. H. H. Rassweiler was the managing editor and Charles F. Rassweiler the financial secretary and publisher. The first staff included the following associate editors: Ella M. Young, '68, Alumni Association; William Caton, junior in the Classical Course, from Dixon, Illinois; A. Goldspohn, junior in the Scientific Course, from Lodi, Wisconsin; and C. F. Reichert, student in the Preparatory Course, from Juneau, Wisconsin. The initial *Chronicle* was a neat and attractive monthly of sixteen pages, containing an essay upon compulsory education by President A. A. Smith and a communication on the destruction by fire of the old college building at Plainfield on April 15, 1873.<sup>1</sup> The editor in the first publication expressed the purpose of such a student organ in the following words: "Realizing the increasing demand for a periodical to represent the interests of North-Western College, and encouraged by the success and benefits of similar enterprises undertaken by sister colleges, the teachers and students of our institution venture to launch upon the high seas of journalism—the *College Chronicle*."

After two years of publication the student newspaper was reduced in size because of the financial stringency of the times. The numbers published in 1876 were edited by J. L. Rockey, with Professor F. W. Heidner as subscription agent. Despite subsidy from the editor and a few of his friends, this first effort at promoting and sustaining a student publication finally collapsed with the last issue of June, 1876. While some said that "the atmosphere of Naperville and the North-Western College does not contain the elements necessary to sustain the life of such a periodical," the element lacking apparently was that of silver or greenbacks.<sup>2</sup>

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<sup>1</sup> It was reported that the fire was of an incendiary nature.

<sup>2</sup> The question of the issuance of greenbacks and the coinage of silver was a dominant political issue of this period.

The re-establishment of the *College Chronicle* was approved by the faculty on March 18, 1883, with the understanding that the editor-in-chief be appointed by the faculty and subject to a committee under its jurisdiction. The first issue of the re-established newspaper was published in April, 1883, under the direction of J. L. Nichols who provided the financial support. No sooner was the college organ re-established when it was threatened by a rival publication called by students the *North-Western Meteor* with E. B. Baldwin as editor, J. A. Snyder as publisher, and James H. Breasted as business manager. Unfortunately for its promoters, the *Meteor* lacked roots from the past and after three issues it ceased to exist.

By 1884 the *Chronicle* was a well-established student publication with two editors-in-chief, six associate editors, and a business manager. The subscription rate of \$1.00 a year or 15¢ a copy remained the same as for the first *Chronicle* back in 1873.

The editor of the first *Chronicle* wisely foresaw the significance of the publication as a source of information for the future history of the college: "*Preserve the Chronicle*—It is scarcely necessary to suggest to our subscribers that they carefully keep all the numbers of this paper for the purpose of having it bound at the end of each year or two. All will see that the collection of the successive numbers will be an invaluable record of North-Western College matters and events." ESTO AERE PERENNIUS.<sup>3</sup>

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<sup>3</sup> Motto of first *Chronicle*: "Let it be more enduring than bronze." *Chronicle*, Vol. 1, No. 1, May, 1873.

## CHAPTER 17

### BEGINNING INTEREST IN PLAY

In an age when the concept of a college education was confined almost exclusively to academic performance, opportunities for physical training were limited. While most non-academic outlets so common on our campuses today were unknown or contrary to established policy, the college sociable brought opportunities for fellowship, games, music, and relaxation. A sociable was usually planned at the beginning of each school year where introductions and hand shaking constituted the beginning of many lasting friendships, and was frequently held in the chapel with orations, music and prayers preceding the informal activities. All such gatherings were carefully regulated and chaperoned by the faculty and preceptress and closed punctually at ten o'clock with the ringing of the gong over the chapel door.

Physical education scarcely existed in this period so far as the over-all scholastic program was concerned. The limited gymnastics practiced by the students were unorganized and completely isolated from the academic work of the institution. By reason of its limitation and extra-collegiate character, little reference to recreation is found in the written record.

Occasionally references to athletics appear in the *College Chronicle* or in faculty actions of a disciplinary nature. In the spring of 1877 the faculty passed a resolution forbidding students to play ball on campus. Here one suspects the professors were apprehensive that students might be enticed from their studies; there was also an economic factor since the campus grass was cut for hay and sold in the summer as a source of income for the college. This opposition was soon of no avail and the main campus became the exercising ground for those seeking release of physical energy through such games as baseball and croquet.

A student writing in the *College Chronicle* in 1875, using phrases typical of the twentieth century, directed attention to the need of students for recreation and some form of physical activity: "We Americans have lived too long on high-pressure principles and are fast becoming a broke-down people. We all need recreation and especially is this true of students. . . . Nothing, it seems to me, would serve the purpose better than baseball. . . . By all means let the national game be encouraged at North-Western."

A student petition presented to the faculty in October, 1879, seeking the establishment of a gymnasium was referred to a committee, but no action was taken on the proposal during that academic

year. A second petition requesting permission to organize a gymnastic club presented the following year was approved by the faculty. The room formerly used as a kitchen in the basement was converted into a gymnasium, apparently the first area specified by the institution to be used by students for physical exercise. Obviously it was a restricted area and it seems logical that complaints soon reached the school authorities regarding damage to the room by overly enthusiastic students at play.

In January, 1882, the students were granted permission to go ice skating at 3:30 in the afternoon of two school days of the week. We note that this liberty was rescinded the next month, an action that seems logical since the ice would be no longer safe.

Perhaps the major opportunity for students to observe and participate in sports in this pre-intercollegiate-athletics period, was in connection with the activities of Cornerstone Day, later known as College Field Day. By 1880 the custom was established for giving students a holiday, at least in the afternoon, with a program of songs, orations, prayers, followed by field or track events. A field day service that was particularly impressive in this period took place on the tenth anniversary of the laying of the cornerstone held on May 17, 1880. The events of this "happy day" were printed in the *Naperville Clarion*. The reporter utilized vivid descriptive powers in writing of the weather and scenery on this occasion: "The day was delightful; the sun shone with all splendor; scarcely a cloud was to be seen in the heavens; and the earth, robed in a rich mantle of green, and the trees adorned with a new foliage, made the grove seem inviting to the pleasure seeker."

After the students had marched to the grove, the assembled hosts were favored by an oration on North-Western College by J. L. Nichols. Following a song, "North-Western 'Tis of Thee," and an eulogy to North-Western in German, the group was ready to relax and observe the field events. The athletic contests consisted of foot racing, three-legged racing, four-legged racing, sack racing and a hurdle race. After these had been completed, the audience then wended its way to the banks of the DuPage to witness the first tub races of the season. Boat riding was enjoyed by a number of persons during the afternoon.

In the evening the celebration was resumed in the chapel with the political parties represented by orators as follows: The Republican by M. J. Moyer; the Democratic by a Mr. Wolf; the Greenback by E. C. Wicks; Temperance by H. I. Harter; Woman's Suffrage by Miss Sarah Storey.

The beginnings of intercollegiate sports, particularly football, at Eastern colleges attracted some attention among the students at



North-Western. An article in the *Chronicle* in February, 1876, announced that several exciting scrub games of football had been enjoyed by the students. Those participating enjoyed the game so very much that a detailed list of rules was printed to guide those who practiced the sport.

In the early eighties a small group of students organized a baseball team known as the Olympics of North-Western, the first organized athletic activity. This group participated in the first recorded athletic contest with an outside team, the Hard-Pans of Naperville. In this contest held about 1883 the Olympics lost to the boys from town by a score of 5 to 3. In spite of the occasional rivalries with local groups and the scrub games of football that were indulged in by a limited number of students as early as 1876, there seems to have been little enthusiasm or interest for beginning a systematic program of intramural or intercollegiate sports.

As late as January, 1887, a writer in the *Chronicle* was still critical of football as it was currently played at Eastern colleges. The article read as follows: "The recent Yale-Princeton football trouble has caused considerable comment in college circles. Sufficient facts have come to light to convince us that inhumanity and brutality were the leading characteristics of the game. We have always held that these intercollegiate games are a nuisance. We believe very strongly in sport and manly exercise, but we are most decidedly opposed to fighting, kicking, carousing, betting, and the like. . . ."

In spite of the continuing critical attitude toward intercollegiate football, there was a growing awareness for the inclusion of some type of physical training program as a part of the entire educational process. In the quest for a "gymnasia," articles in the *Chronicle* during the eighties greatly emphasized the dangers of physical collapse resulting from excessive mental exertion.

Even though interest in intercollegiate competition did not evolve until the next decade, the closing years of the eighties brought evidence of a need for a moderate program of physical education. The transition from unorganized individual exercise to collegiate participation and organized sports was fast approaching.

## CHAPTER 18

### LIBRARY AND CAMPUS IMPROVEMENTS

The original grant deeded to the institution by Morris Slight continued to be the main section of the campus for the remaining ninety-one years to its centennial celebration. "Old Main" with the central portion and north wing was for the first twenty years at Naperville the only building and served not only as a center of administration, but for a few years as a dormitory and boarding unit.

By the time the college opened in Naperville, October, 1870, the authorities had arranged to board and room some sixty-five men on the fourth and fifth floors of the new structure. Board, room and fuel on the fourth floor amounted to \$3.00 per week, while on the fifth floor the cost was \$2.75. The rooms accommodated two students each and were furnished with chairs, tables, bedsteads, mattresses and stoves.

For many reasons including lack of efficient management, failure to charge sufficient prices, and the need of the space for literary societies, the Board of Trustees voted to discontinue the boarding department in 1875. The catalog of 1876 specified that the college no longer provided this service but that ample facilities were available in private homes of Naperville. The treasurer was directed to dispose of the furniture of the boarding department at public sale. Throughout the remainder of this period the college made no effort to board and room students on the school premises and any projects concerning construction of a dormitory were rendered impossible because of financial difficulties.

It may be recalled that while the college was at Plainfield considerable discussion revolved around the construction of a boarding unit for students. This project continued to be active in the thoughts and dreams of college promoters after the removal to Naperville. Appearing on the agenda of the February, 1874, Trustee session was an item regarding the construction of a dormitory; however, the plan was vetoed in view of the depressed economic situation resulting from the panic of 1873, and such structure had to be delayed until better times prevailed.

The need of teaching equipment was not fully realized in this period. Expenditures for instructional items seems deplorably small when compared with modern norms of efficiency. The lack of library facilities and laboratory apparatus simply did not constitute the insurmountable handicaps such deficiencies would entail today. The

modern concept of ample chemical, biological or physical equipment for experimental study by undergraduates had not dawned even in Eastern colleges. Instead, interest centered in the museum and herbarium with their more glamorous mounted specimens or pressed floral displays. Inorganic chemical compounds in some container could not compete with the head of a moose in community or student interest. Besides, the less fascinating materials for laboratory research were more expensive and difficult to acquire. Finally, demonstrations and experiments in science were conducted by instructors, as the practice of individual student research did not emerge until a later period.

One of the first appropriations from general funds for the science laboratory came in June, 1876, when the Trustees appropriated \$150 for experimental teaching in these disciplines. In 1877 a faculty request for science apparatus and other school facilities was rejected by the Board "in view of the hard times." The sum of \$25 was allotted for the purchase of chemical materials in 1879, the feeble beginning of the chemistry laboratory. Allocations for scientific equipment during the eighties were on the average \$50 per year.<sup>1</sup>

Support for the library continued to be conceived as a project for voluntary contributions of friends and patrons. One of the most frank but disparaging expressions of the actual state of the library came in the faculty report of 1880: "The library is a disgrace to the college. We are ashamed to report the number of volumes to the Bureau of Education at Washington." The Board refused publication of this unfavorable but perhaps correct analysis of this essential complement to the collegiate institution.

The committee which had been appointed to investigate the general status of the library reported on November 30, 1885, recommending the selection of a librarian from the faculty, thus reviving an earlier practice of the Plainfield years.<sup>2</sup> It was further proposed that a committee be appointed to increase the number of volumes with certain techniques to assure this objective:

- a. That the needs of the library be published in church papers;
- b. That circulars be printed and sent to ministers of the church advertising the school;
- c. That personal appeals be made for books and money;
- d. That a dollar fund be opened and that every person contributing \$1.00 have his name entered into a book in the library, or that a certificate be given acknowledging such donation.

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<sup>1</sup> There was still one laboratory for all the sciences which was the common practice at most colleges at the time.

<sup>2</sup> Henry F. Kletzing, professor of Mathematics, was selected librarian in 1886.

Library reports indicate a growing number of volumes at least by the closing years of the eighties. The *Chronicle* for December, 1886, cited some "valuable additions" such as the complete works of Dickens, Milton, Shakespeare, Webster's Dictionary, Blaine's *Twenty Years in Congress*, and the speeches of Daniel Webster. It may be of interest to note that some seventy years later the volume by Senator James G. Blaine, and perhaps some of the others cited, was available for use by students. The Board of Trustees was able to report a total of 1400 volumes by February, 1887, approximately one hundred being added during that year.

A more modern view of the real need of a sound library as an adjunct to classroom instruction was expressed by a farsighted writer in the *Chronicle* in March, 1885. The writer evaluated the need of the library in words characteristic of current educators: "The practical teacher of today makes the work of his classroom suggestive of additional research and further independent examination on the part of the student. But how shall the pupil push the investigation by collateral reading if the college library does not furnish the means?"

Much planning and beautification of the college grounds had been necessitated by the construction of the college building on what had been open prairie. The executive committee and the agent were directed in 1871 to have the grounds enclosed on three sides with a board fence and cedar posts but with a front similar to the fence around the Sleight home.<sup>3</sup> Since there was no superintendent of buildings and grounds, the major responsibility for improvement of the campus rested on the faculty and the college treasurer. The Board resolved that it was to be the responsibility of the faculty to secure the necessary funds for campus landscaping from the professors, students, and the citizens of Naperville. At a meeting in 1872 the Trustees voted expressions of thanks to those who had made possible the planting of the first trees on the campus and for beautifying the grounds. At almost every Board session the responsibility of the faculty for maintenance of the college properties was emphasized.

The professors assumed responsibility for the construction of sidewalks on the campus, and in 1877 were specifically directed to collect funds necessary to complete the boardwalks already begun on the grounds. Professor Heidner and Treasurer William Huelster promised to raise \$50 each for this project, and as a result of their efforts the campus boardwalks were completed.<sup>4</sup>

<sup>3</sup> The Sleight home was located on what is today the corner of Chicago Avenue and Ellsworth Street.

<sup>4</sup> These were the old-fashioned boardwalks that appear in college photographs taken before 1900.



Toward the close of the seventies the faculty and treasurer were assisted by the graduating classes who were permitted to plant trees on the campus as class memorials. These "shades of memory" began to dot the landscape and over the years the campus assumed a more stately appearance. The open prairie slowly gave way to a college bringing to the region evidences of culture and refinement.

## CHAPTER 19

### FINANCIAL ADVERSITIES

The most frustrating problem confronting North-Western College during the first eighteen years at Naperville was the struggle for financial stability. During the early period at Naperville, the college was economically hindered in three ways. First, the sale of scholarship-notes, although it produced immediate assets, often proved insufficient in the long run. Second, the Evangelical Association, struggling to meet its own obligations, could not provide solid support to the college. Third, the United States as a whole was suffering from the intermittent depression which followed the panic of 1873. Thus the college found it difficult to collect on scholarship-note obligations, as well as to raise new endowment funds.

The post-Civil War period is noted in American history as an era of deflation and falling price levels. It was a time of considerable western discontent and rural unrest with such movements as the Grange, Greenbackism, and Populism reflecting dissatisfaction among agrarian and debtor classes in general. Since the State of Illinois was a center of Granger protest, it was only natural that the struggling young North-Western, largely dependent upon an agrarian constituency, would encounter difficult financial problems in such a deflationary period.

The scholarship-notes, initiated at Plainfield, added to the financial burden of the institution because of their duration in many cases and because they were transferrable. In some instances the original contributors to the notes were in default and almost every Board session after 1870 devoted valuable time and discussion to this perplexing question. Some purchasers merely gave personal notes for their scholarships and with the financial adversities confronting the nation, these obligations were difficult to collect and law suits were occasionally originated by the treasurer to collect these liabilities. The Board itself, in times of financial distress, showed leniency and in 1873 requested the college agent to be patient with those scholarship holders who were "poor" but at the same time it directed the treasurer to institute court proceedings against those able to meet their obligations. While many holders were released from payment of a portion of their notes by action of the Trustees in 1874, much discretion was left to the treasurer to draw the fine line between those incapable and those capable of payment.<sup>1</sup>

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<sup>1</sup> The Trustees selected William Huelster, brother of Anton, as agent of the college in charge of the general financial program in 1870 but he did not as-

The Board of Trustees, apparently tired of the "scholarship mess," voted to discontinue their sale in 1876; and for about five years none were sold. While this was perhaps the proper course of action insofar as the future of North-Western was concerned, it failed to provide for an immediate need for operating expenses.

In February, 1875, the Board went on record as favoring a determined and planned effort to raise the endowment fund in conjunction with the celebration of the nation's centennial in 1876. The funds were to be raised by collecting the sum of one dollar from each member of the Evangelical Association. The ministers in each conference were requested to preach a sermon on education at every appointment about July 4th or shortly thereafter presenting the needs of the college. The fund raised in this campaign became known in Board and faculty parlance as the "Centennial Fund."

The success of the centennial campaign was at best limited in results. The depression following the 1873 panic was still affecting almost every section of the nation and particularly the agrarian regions of the Middle West. From June, 1876 to June, 1877, a total of \$2,804.90 was collected in the various conferences, an amount pitifully small in terms of the needs of the college. The collections continued over the next five years but with less success than was noted the first year; thus the centennial campaign had failed to relieve the economic threat to the very existence of the college.

The report of the faculty to the Board in 1881 again called attention to the need for increased endowment and again the faculty looked to the conferences of the church for critically needed support. It was pointed out that if every member of the conferences affiliated with the college would donate an average of five cents each, a sum of \$2,800 would be raised; in addition, if every Sunday school pupil would pay an average of five cents each, the collection would amount to \$2,778.

In 1882 a rather novel fund-raising proposal was offered to the Trustees by the faculty. Since the college had incurred deficits in the dark years of 1880 and 1881, and since the church conferences had failed to increase endowment funds through special campaigns, the faculty now suggested that a faculty member, or possibly a committee, be authorized to sell railroad lands on commission, with the college receiving a percentage of the proceeds.<sup>2</sup> If the proposed

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sume duties as treasurer until 1873. Huelster administered financial affairs during the difficult years of the seventies, and upon his resignation in 1879 was succeeded by Jesse Lerch, a minister of the Ohio Conference and a member of the Board of Trustees, who administered business affairs until 1893.

<sup>2</sup> This decade saw considerable speculation in western lands particularly in the Dakotas and Montana. The Northern Pacific Railroad had several million acres for sale.

project for sale of railroad lands were not deemed feasible, an alternate plan for the sale of useful books was proposed. In case neither of these proposals proved practical, it was recommended that a faculty member devote half his time to a useful business that might procure \$1,000 to \$3,000 annually to the college. Since none of these "daring" projects was approved by the Board of Trustees, the only alternative seemed to be the least painful approach, the sale of scholarships. Therefore, the Board urged the college treasurer to resume the sale of these notes with all possible vigor.

The first official recognition of a salary scale as part of the general financial problem appeared in the faculty report to the Board in 1880. Here it was stated that faculty salaries at North-Western were less than in most other colleges in the nation; it indicated that salaries at Harvard were four times, while those at Northwestern University at Evanston were double those at the Naperville institution. (It happened that at this particular date the teachers' salaries were in arrears because the treasurer had been unable to invest all of the endowment fund and, because of the severe winter, had not succeeded in collecting all the interest on loans.) While it was true that faculty salaries had generally failed to increase throughout the first ten-year period of the college at Naperville, this deficiency was modified by relative stability in the cost of living.

The financial problem remained a distressing one to the close of 1888. As the annual budget increased from year to year to accommodate an expanding faculty and increased general expenditures, the treasurer's reports indicated deficits throughout most years of the eighties.<sup>3</sup>

In spite of the general failure to attain financial soundness, there were two developments of a more encouraging and optimistic character. One of these was the gradual increase in the endowment figure and the other was the more potent expansion of the budget. In fact, the published endowment by April, 1880, amounted to \$95,863.68, an increase over the \$66,775.72 of 1868. However, in both cases a considerable sum of the reported endowment was in note obligations still unpaid; by 1880, the treasurer had over \$65,000 invested. The real difficulty seemed to lie in the fact that the increase of the endowment was much slower than the expansion of the college. Moreover, the Trustees in 1879 were forced to reduce the rate on college loans from 9 to 8 percent, a factor that further offset the moderate gains from endowment.

The budget increased from \$5,588.81 in 1868 to more than \$12,000 by 1887. But it must be remembered that the instructional staff

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<sup>3</sup> The deficit for the year ending in June, 1885, was about \$1,416, while in February, 1887, it was \$761.



expanded at Naperville and that the expense of maintenance of the new building exceeded that of the plant operation at Plainfield. Although this period was one of the darkest eras in the economic history of the school and despite the seemingly hopeless financial story, statistics for the period do reflect some progress in the struggle of North-Western College.

## CHAPTER 20

### DENOMINATIONAL DIVISION THREATENS COLLEGE

The years following the removal to Naperville witnessed an expansion in the number of church conferences united in support of the college. It will be recalled that the Iowa and Indiana conferences had united with Illinois and Wisconsin shortly after the decision to establish the institution. The Board of Trustees at Plainfield in March, 1869, passed a resolution inviting all neighboring and other conferences to unite with them in the administration of the college and voted to have the charter amended so as to give any new conferences equal representation. Agents were dispatched to visit such conferences that expressed a desire to enter the compact in support of the institution.

Several conferences delayed their decision because of the relocation of the institution, but in 1873, upon a second invitation, a number indicated their willingness to unite with the college union. Accordingly, in 1876 the following conferences were admitted to the North-Western College Union: Michigan, Canada, Ohio, New York and Des Moines. Southern Indiana was admitted in 1877 and Kansas in 1884.

The Trustees voted in 1876 to reorganize the corporation under the laws of the State of Illinois. Whereas the college had first been incorporated on February 15, 1865, it was now voted to reorganize, including the new conferences under the provisions of an act of the General Assembly of Illinois, entitled "an act to revise the law in relation to universities, colleges, academies, and other institutions of learning in force July 1, 1874." In the meantime an amendment to the law of Illinois had been passed in July, 1875, requiring two-thirds of the Trustees of any college, university, and other institutions of learning not under the control of the officers of the state to be residents of the State of Illinois. This amendment, unknown to the Trustees prior to 1887, soon proved embarrassing to the college authorities and was an issue in the dispute in the Evangelical Association after 1888.

A detailed analysis of the division in the Evangelical Association is beyond the scope of this work. It is enough to state here that the dispute seemed to be a conflict of personalities, particularly between the supporters of the bishops, J. Esher and R. Dubs, rather than any deep-seated doctrinal differences. Complete neutrality in the dispute would have been an expedient course for the college authorities, particularly the president. This course proved to be difficult, if not

impossible, because of the legal issue involving the Board of Trustees and the conferences represented in this body. Viewing this struggle from a perspective of some seventy years, one must conclude that this unfortunate episode impeded for some time the progress of the college and perhaps the denomination.

Henry H. Rassweiler, graduate of the class of 1868, was selected by the Trustees as acting president in 1883, and in addition his services as professor of Natural Science and Political Economy were retained. He was designated as president by the Board in 1885, a position he fulfilled with distinction for three years. Rassweiler was a very popular teacher and administrator; and the size of the graduating classes increased during his presidency from twelve in 1885 to eighteen in 1888, the largest class in the history of the school to that date. The general future of the college seemed bright during the Rassweiler administration; unfortunately outside influences were developing which threatened the very existence of the institution at Naperville. This unfavorable development was the widening cleavage in the Evangelical Association which reached the college by the year 1888.

The issue that involved the college in the denominational dispute was the conflict over representation of the various conferences on the Board of Trustees. The amendment to the Illinois law requiring two-thirds of the Trustees of any college not under the control of the officers of the state, to be residents of the State of Illinois became known to the Trustees in February, 1887, as the result of an effort made by the board of Union Biblical Institute to have its charter modified. The Board sought legal advice and as a result appointed President Rassweiler and Treasurer Jesse Lerch as a committee to secure if possible the passage of a bill repealing the amendment of 1875 and restoring equal representation to all the conferences in the management of the college. This effort to secure the repeal of the amendment failed in the Illinois legislature due to considerable opposition from Naperville citizens and from President Rassweiler.

The embarrassing question occupied practically the entire session of the Board in February, 1888. Naperville citizens appeared before the Trustees in opposition to repeal of the 1875 amendment; President Rassweiler proposed a plan to reorganize the corporation in harmony with the existing law of Illinois. His plan called for an increase in number of Trustees from fifteen to twenty-seven. Eleven of these were to be elected by the eleven conferences, one from the Alumni Association, the president to serve ex-officio, and the other fourteen laymen from the State of Illinois. The Trustees refused to accept the Rassweiler proposal and adopted their own plan, namely, that the Illinois, Wisconsin, Indiana, Iowa, Ohio, and

New York conferences select their Trustees as heretofore, but that the Michigan, Canada, Des Moines, Southern Indiana, and Kansas conferences elect as their Trustees preachers residing in the State of Illinois. It is apparent that the Board considered its plan only as a temporary arrangement and was determined to continue the struggle until the amendment to the state law was repealed.

Rassweiler, in presenting his plan for increasing the membership of the Trustee Board from fifteen to twenty-seven, suggested the progressive concept that recognition be given to business and professional leaders in addition to the traditional ministerial representation. The president cited a number of Illinois institutions that were governed by lay as well as ministerial representation. The wisdom of this proposal was soon obscured in the factional bitterness of the denominational division.

The Trustees met in special session in May, 1888, with the atmosphere at the college and out in the conferences tense with excitement and bitterness over the issue. The Board renewed its determination to seek repeal of the 1875 law and to restore equal representation of the conferences. The Board also condemned what it termed "local efforts to dominate the college." There was even a hint in the Board resolutions that effort might be made to remove the institution from Naperville. Rassweiler, at this juncture, withdrew his opposition to the measure repealing the 1875 statute, and assumed a position of neutrality. The Board then declared vacant the position of Rassweiler as president and professor; whereupon, Bishop Thomas Bowman was appointed as president.

Following twenty years of service at the college H. H. Rassweiler established a very successful insurance business and continued to live in Naperville.<sup>1</sup> After some of the bitter feelings of the church dispute had subsided, Rassweiler again took an active interest in college affairs. He delivered one of the major addresses at the time of the semi-centennial of the college in 1911, and served on the Board of Trustees for a five-year period preceding his death in 1928.

The conflict centering in the Board of Trustees' issue at the college was only a sidelight of the major controversy in the Evangelical Association. Unfortunately, the dispute in the Association became so embittered that it resulted in a division that endured in the church for about thirty years. The followers of Bishop J. J. Esher, or the Evangelicals, won control of the college. The opposing group under

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<sup>1</sup> The Rassweiler home was on Brainard at Liberty (Van Buren) and many years later the college acquired the property for faculty housing. Rassweiler was instrumental in the organization of Grace Church, a United Evangelical Congregation in Naperville.



the leadership of Bishop Rudolph Dubs became known as United Evangelicals.

The desired change in the Illinois law supported by a majority of the college Trustees was successful and the Board was so informed at its session in February, 1890. Thus ended the years of limited progress and struggle in Naperville. The future indeed appeared dark at the close of this period. However, in the succeeding years much of the bitterness prompted by the division in the church subsided, and the new era witnessed the development of a more modern institution. After the scars of division had healed, the future of the institution seemed assured.

**PART III**

**North-Western in Transition**

**1888-1916**



## CHAPTER 21

### THE FACULTY 1888-1916

Perhaps no comparable period in the history of North-Western College witnessed such a basic transition in student life as occurred from the turn of the century to American entrance into World War I. This transformation in college environment came with oratorical competition, class rivalries, school banquets, parades, special lectures and an ambitious program of intramural and intercollegiate athletics. Possibly the most revolutionary innovation to those who held memories of the "old days" was the relaxation of some of the more rigid disciplinary regulations. Education was no longer confined to the classroom but was showered upon the student from contact and participation in innumerable areas of extra-curricular activity.

The administration of college affairs from 1889 to 1910 was under the presidency of Herman Julius Kiekhoefer. Kiekhoefer was born in Stettin, Germany, on August 10, 1849, and as a lad of thirteen came with his parents to the United States landing at New York at the time the nation was involved in the civil conflict. After an overland journey the family ultimately settled in the western part of the state of Wisconsin where government land and frontier conditions still existed. Here in the new environment with Indians as neighbors, young Herman with his brother and sisters was soon introduced to such typical pioneer tasks as clearing the land, chopping wood for fuel, preparing the fields for planting and harvesting the crops for the essential food supply.

In a country school not far from the new home the Kiekhoefer children learned to read and write English. At the age of nineteen young Kiekhoefer entered a Methodist university at Galesville, Wisconsin, from which he graduated with distinguished honors.<sup>1</sup> A call to the ministry must have prompted him to enter North-Western College in 1872 where he studied for two years. After service as a minister in Wisconsin and as professor of Classical Languages at his Alma Mater in Galesville, he returned to Naperville to become professor of Systematic and Practical Theology in Union Biblical Institute. After serving the Biblical Institute for about three years, Kiekhoefer was appointed in 1889 as acting president of North-Western College. The minutes of the Board of Trustees in February, 1889, relative to this action are quoted as follows: ". . . that

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<sup>1</sup> Here it was reported that Kiekhoefer traveled to his home from the University every week-end with his horse "Jack" and single-seated buggy (a distance of twenty miles), to replenish his food supplies, oats and laundry.



Professor H. J. Kiekhoefer, in the absence of Bishop Bowman, shall act in his place, teach two additional classes in the college with the one taught last year, unless provision can be made by the faculty to teach the said two additional classes, and that \$100.00 be appropriated for his services as acting president. For the other work done in the college he shall be paid at the rate of \$1,000.00."

After three years as acting president, Kiekhoefer was elected president serving North-Western in this capacity until his resignation in January, 1910. In addition his teaching schedule included classes in Intellectual and Moral Philosophy and Psychology. The period of the Kiekhoefer administration was coincident with expansion and transition to a more modern institution. The construction of new buildings and addition of teaching facilities all attest to its growth and broadened service. The emergence of intercollegiate athletics, debate and oratorical societies and the expanding extra-curricular activities were further evidences of the new college that emerged after 1900. An awakened interest in teaching efficiency, improved scholarship and professional standards demonstrated that North-Western was in harmony with progressive concepts of higher education in America.

The more modern North-Western that made its appearance after 1900 intensified the administrative routine for the college president. The additional functions and services performed by the college necessitated the procurement of new sources of revenue. This was a crucial period in the history of the college. Failure to solve the new problems, such as needed plant facilities, laboratory essentials and new sources of financial support could have resulted in a weak, struggling college without accreditation or solvency.

The reports of Kiekhoefer to the Board of Trustees are well written and very frank appraisals of the many issues facing the college. These realistic accounts of the actual conditions and possible courses of actions for their solution were valuable in educating the Board and the Evangelical Association concerning the pressing needs of the college. Kiekhoefer was also acutely aware of the necessity for high scholarship and graduate training for the faculty. He directed the attention of the Trustees to the desirability of reducing teaching schedules and of the need for increasing faculty salaries. His educational philosophy was modern in many respects.

The office of the president of the college was becoming more exacting and tiring because of the increasing routine and growing administrative duties. Kiekhoefer suggested in 1904 that a part-time secretary might relieve him of some of the office routine. Accordingly, the first appropriation, amounting to \$150.00, was voted for secretarial help for the president beginning in 1905. An added burden on the shoulders of the president was that he was expected to travel

throughout the church conferences in the summer presenting the needs of the college.

The growing administrative pressure on the president was made more serious because of the fact that he was still expected to teach a number of classes in his specialized field. Kiekhoefer suggested to the Trustees in 1909 that he be relieved of his classes in psychology and logic, stating that teaching only the philosophical courses would keep him busy in view of the increasing administrative duties.<sup>2</sup>

H. J. Kiekhoefer in tendering his resignation to the Board of Trustees stated that after twenty-four years of service in the educational institutions at Naperville without vacation he felt the need of prolonged rest. In a letter to Bishop Bowman he stated, “. . . I lay down my duties with the earnest prayer that the blessings of the Most High may continue to rest upon our beloved college.”

The success of the president in directing the college program during a difficult transitional period is little short of remarkable. Kiekhoefer preferred the daily contacts with students, which was the privilege of the teacher, to the more impersonal relationships of the administrator. His training and experience as a teacher and minister were more appropriate for classroom and pulpit than for the tasks of administration. The Kiekhoefer presidency, however, carried the college through one of the crucial periods in its history. Although it might not have been evident at the time, many accomplishments were recorded and the foundation for notable achievements in succeeding years was laid during this term of office. The transition from the older college to the more modern institution was indeed assured.

After resigning as president, Kiekhoefer began service as pastor in the Illinois Conference. His services as a speaker for special dedicatory ceremonies or cornerstone layings were in frequent demand. In 1929, after a very active ministerial career in the Illinois Conference including service as presiding elder, he moved to Pasadena, California, where he passed away on January 31, 1937.

Upon the resignation of Kiekhoefer in January, 1910, L. M. Umbach of the department of Biological Science served for one year as acting president. Umbach greatly preferred teaching and research in the field of his speciality to the duties of administration. Consequently, in the fall of 1910, he listed the need “for a tactful, energetic, and thoroughly competent president” as the most critical problem before the college.

When the vacancy occurred in the presidency, the Board appointed

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<sup>2</sup> This suggestion was not granted because of his resignation that was effective the succeeding year.

a committee to search the field and to recommend a candidate for the position at its regular session the next autumn. After a canvass of leading scholars the committee recommended Lawrence H. Seager for the position; the Board ratified the decision and in the spring of 1911 Seager entered upon his brief tenure as president of the college. The new president was formally installed in the afternoon of June 14, 1911, with an inaugural address delivered on the subject "Education and the Larger Life." Messages of welcome were conveyed to the new executive from the students, faculty, alumni, city of Naperville and from Illinois colleges.

Lawrence Hoover Seager was born in Fremont, Ohio, April 19, 1860, where his education began in the grammar and secondary schools. He began his college training at Ohio Northern University from which he was graduated in 1886. His desire to enter the ministry must have led him to Naperville where he enrolled as a senior in the Latin-Scientific Course of the college in 1886. Few came with the necessary qualifications to enter the senior class of the college as in the case of Seager, and after a year's study he was awarded the Bachelor of Science degree in 1887. Because of his educational background Seager enrolled as a senior at Union Biblical Institute from which he was graduated in the class of 1888.

Following service in a number of pastorates in the Ohio Conference, he was elected editor of the *Evangelical Herald* (later called the *Evangelical Crusader*, now *Builders*) in 1901. He served the church in this responsible literary field before his election to the presidency of the college. Consequently, Seager brought to North-Western a rich background in college and seminary training, as well as journalistic and pastoral experience in the church.

The brief period of the Seager administration (1911-1916) was noted for some remarkable contributions to the progress of the college. The close of the administration in 1916 found the institution closer to the goal of a highly rated liberal arts college. The major achievements realized during this administration are listed as follows:

1. Entrance secured to the North Central Association of accredited schools and colleges.
2. A new athletic field purchased, making possible an expansion in physical culture.
3. A department of Domestic Science established.
4. Enrollment in the college exceeded that of the academy for the first time in the history of the institution.

The expanding duties of the office of president so notable during the Kiekhoefer administration continued in the succeeding presidency

and were outlined by Seager in his report to the Board in 1913. As professor of Apologetics and Sacred Literature, the president taught eight hours per week to a total of 167 students. In addition to his teaching and administrative responsibilities, Seager reported the following busy schedule that year: Visits to five conferences; three commencement addresses; an address at a college dedication; attendance and participation in two state conventions, one district convention, one Sunday school convention, and fourteen special education rallies. The president likewise attended the sessions of the National Educational Association, the Illinois Educational Association, and the Illinois Association of Colleges. And last among the numerous responsibilities was the editing and publishing of four college bulletins.

Seager modestly summarized his five years of service as president of North-Western in the following words: "Our reception was most cordial and our relations with townsmen, faculty and students such as to make it a blessed memory. We had the pleasure of noting constant growth in both faculty and student body. Ours was the joy of reaping what others had sown."

In the session of the General Conference held in Los Angeles, California, in 1915, Seager was elected bishop of the church. He therefore tendered his resignation at the college effective in the summer of 1916, closing a very short but eventful administration in the history of North-Western College.

The years covering the administrations of Kiekhoefer and Seager brought many staff changes and additions to the faculty. Some of the pioneer members of the staff who had served the institution since Plainfield days, or the early years at Naperville, now retired or completed their careers. Only two professors with tenure dating back to the Plainfield period continued to instruct throughout these administrations. H. C. Smith, son of the first president, continued instruction as professor of Latin Language and Literature with a somewhat reduced schedule. F. W. Heidner who began as instructor of German in 1863 at Plainfield was awarded the title of Professor Emeritus in 1913.

The first president, A. A. Smith, was removed from academic service by death on December 8, 1891. During the last two years of his life he continued to teach elocution until a few weeks before his death at the age of 84. The funeral service was held in the college chapel on the afternoon of December 10, preceded by a short service at the home, conducted by Bishop J. J. Esher and the Reverend H. A. Kramer. The funeral sermon was delivered by Bishop Thomas Bowman followed by remarks by Bishop Esher. A writer in the college *Chronicle* portrayed vividly the closing service at the



cemetery: "The singing at the grave by the whole assembly of 'Nearer, My God, to Thee,' the burial ritual read by Professor S. L. Umbach and the benediction by Rev. Kramer under the brooding twilight all combined to make it a most suggestive and fitting close to the occasion. There was a magic power in this combination of sunset sky, hush of twilight, tender melody of song, beautiful ritual, and sweet benediction that touched every heart."<sup>3</sup>

In 1895 the college community was saddened by the untimely death of J. L. Nichols, popular principal and teacher of the Commercial department. In addition to his service to the college as teacher and administrator, it has been noted that he established a very successful publishing business in Naperville. The business continued to prosper and by 1906 the firm advertised as a publisher of books, Bibles, and dictionaries, with liberal rates for North-Western students and professors. The firm continued to publish *The Business Guide*, and many students earned their college expenses by selling this popular book during summer vacations.

The career of another pioneer teacher and counselor, Nancy Cunningham Knickerbocker, was ended by death in 1909. Appointed to the position of preceptress and teacher at North-Western in 1870, she continued her service until failing health compelled her to resign in 1896. She was the first instructor to hold the title of professor of History and English Literature. Nellie Good Schneider, a student of Nancy Knickerbocker in 1873, recalled her influence as a teacher and friend and expressed her feelings for her former teacher and counselor as follows: "It was not until 1873 that I came under her teaching and influence. Much more happened in those days than we knew at the time. It was the important formative period of a denominational, coeducational college just moved to its present location. How much Mrs. Knickerbocker, or as we then knew her, Miss Cunningham, had to do in shaping the standard and policy of the college we little realized."

Mary S. Bucks, a graduate of the class of 1883, began instruction for the college in 1885 and by 1896 became Preceptress and had earned the title of professor of the English Language and Literature. She served the college to the close of this period and became a worthy successor to Mrs. Knickerbocker.

George W. Sindlinger, who joined the staff in 1876, and who became professor of the Greek Languages and Literature in 1879, served until his death on May 14, 1912. The Board of Trustees recorded its appreciation for his service to the institution and the church, both as a teacher and as a counselor.

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<sup>3</sup> The death of Smith was followed about five months later by the passing of his friend, Jonathan Blanchard, first president of Wheaton College.

In 1872 there came to the college two students who were to play a significant role in its later academic and administrative history. The first was the future president, H. J. Kiekhoefer, who enrolled as a sophomore in the Classical Course; the other was Levi M. Umbach, who entered as a freshman in the Scientific Course. Umbach continued as a student until his graduation with the Bachelor of Science degree, and in 1888 was called by his Alma Mater to become professor of Natural Science. His contributions as a teacher of the biological sciences and his labors on behalf of the Museum and Herbarium have been observed. The Board of Trustees gave special recognition to his services on behalf of the botanical and zoological collections at its annual meetings on various occasions. The Board, at the time of Umbach's death in 1917, passed the following memorial in recognition of his services: "He was the chief promoter of our Museum, and the sole creator, with his students, of the Herbarium, the chief thing of higher special scientific value on our campus that is recognized by biological scientists elsewhere as a monument to its producer and as an honor to North-Western College."

M. E. Nonnamaker began his long career with the college as assistant teacher in the Preparatory Department in 1896. College records indicate that he graduated from the Classical Course and received the Bachelor of Arts degree in 1896. About 1903 he was promoted to the rank of professor of Physics and Chemistry, occupying this chair until 1917 when he confined his interest and specialization to the department of Chemistry.

Another instructor who served for over thirty years and who joined the staff before 1900 was A. C. Gegenheimer. He came to the institution as a teacher of commercial studies in 1890, having served in the same capacity at Grand River Institute, Austinburg, Ohio. He became principal of the Commercial School in 1895, a position he held for over twenty-five years.

A professor whose service and influence covered practically the entire first half of the twentieth century was Thomas Finkbeiner. He was a graduate of North-Western, receiving the Bachelor of Science degree in 1894. He later received the Master of Philosophy, Bachelor of Divinity, Master of Arts, and an honorary degree of Doctor of Laws. Finkbeiner joined the staff in 1902 as assistant professor of German and was soon promoted to a professorship in this department where he influenced the lives of countless students. He became noted, not only as an excellent instructor in German, but also for the imparting of a philosophy of living that was to enrich and broaden the outlook of students. Organizer and administrator as well as teacher, he was on various occasions principal

of the Academy, registrar of the college and later in his career, dean of instruction.

The same year that Finkbeiner began instruction, George J. Kirn was appointed as professor of Apologetics and Biblical Literature and served as dean of instruction for a long period. Kirn had served as a minister in the Michigan Conference following his graduation from North-Western College in 1886. In 1909 he became professor of Philosophy, a chair he occupied until retirement.

Other professors who began instruction in this era and who served the college for long periods until death or retirement included the colorful M. W. Coultrap of the department of Mathematics, the versatile Chester J. Attig of the department of History, Edward N. Himmel, beloved professor of Education and Science, and the scholarly E. E. Domm of the department of Languages and later Bible.

Clara Bleck, a graduate of the class of 1914, was appointed as the first dean of women in the fall following her graduation. In addition to her duties as dean, she served as instructor and later professor of Modern Languages.

Many joined the staff but served only a brief tenure during the early years of the new century. A total of thirty-four instructors came to North-Western during the first ten years of the twentieth century, a majority of whom remained less than five years. Opportunities in both teaching and industry abounded in this period of rising college enrollments, general business prosperity and the expanding economy.

## CHAPTER 22

### EXPANDING PLANT FACILITIES

The *College Chronicle* in 1884 informed its readers that the facilities of Old Main were taxed for space by the museum, the laboratory sciences, literary societies, a commercial department and the Union Biblical Institute.<sup>1</sup> After twenty years at Naperville the first construction project on the campus was the addition to Old Main, commonly called the South Wing. A College Aid Association, composed largely of alumni and friends of the school, procured funds in the amount of \$10,000 for this much-needed addition.

The division in the Evangelical Association threatened the project temporarily, but as the fires of bitterness subsided the construction was carried on to completion. The contract was let for \$12,300 to James Pavey and Andrew Magnus of Elgin, Illinois. The structure was completed in the spring of 1891 and dedicated with appropriate services on commencement day, June 18.

At the time the south wing of the main building was completed, steam heating equipment was placed in both the old and the new structures at a cost of \$3,800. This not only removed a serious fire hazard with old-fashioned stoves in the many individual rooms, but made possible more uniform heat during the cold, wintry season. Another evidence of progress came with the installation of "electric lighting" in the main building. The faculty reported to the Trustees in the spring of 1891 relative to the dangers inherent with so many kerosene lamps in the upper floors of the college building and the authorities in 1892 reported that electricity was installed, "the best and safest light known to man." Thus the flickering kerosene lamps were replaced by the marvel of electricity about a decade after Thomas A. Edison patented his incandescent light.

Before the installation of electricity in the village it was necessary for citizens to carry lanterns in the evening because of the "pitch darkness." Then came the "miracle" of electricity to Naperville in February, 1890, an occasion intense with excitement and enthusiasm among the local citizens. The sound of the whistle at the lounge factory (later known as Kroehler Manufacturing Company) brought people out of their homes into the streets to view the glare of the rockets and the bursting of firecrackers followed by the illumination of the village.

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<sup>1</sup>For the contemporary observer it is difficult to visualize all the activities of the college centralized in *one* building.



The construction of the "south wing" to Old Main made possible the reopening of a dormitory in the college building. The rooms were furnished for a limited number of women students and the college announced that the facilities were among the most modern in the nation, including steam heat and electric lighting. Because of the pressing need of the accommodations for instructional purposes, the dormitory was used for only about four years and as in the past the furnishings were sold in the open market. This marked the last effort of the college authorities to use Old Main for dormitory purposes.

Only a year following the completion of the south wing to the main building, the president and faculty wrote of crowded conditions at the college and of the need for additional construction projects. Some of the most urgent requests cited by the authorities in the early nineties included that of additional space for the laboratory sciences, increased library and reading room facilities and the need for a college dormitory.

One of the most immediate appeals from the students came in the demand for a gymnasium. Communications from students for such a structure came before the Trustees during the sessions of the early nineties. The petitions in 1893 linked the need for gymnasium apparatus to the whole problem of student health. It was implied that the building of such a structure with more adequate exercising opportunities would go far toward eliminating emotional stress, sickness and epidemics.<sup>2</sup> The Trustees were sufficiently convinced by 1894 and appointed a building committee with power to solicit contributions for the new structure. By this date the nation was already drifting into a depression preceded by the severe panic of the previous year and the popular interest now centered around the silver controversy, the writings of "Coin" Harvey, the march of Coxey's Army and soon "the cross of gold." The abnormal times, with the deflation and general money scarcity (1893-1897), made the procurement of funds extremely difficult.

The event that ultimately made the construction of the gymnasium a reality was the benevolence of the late J. L. Nichols, former instructor and principal of the Commercial Department. Nichols died in 1895 and left a bequest which read as follows: "I give and bequeath to North-Western College, Naperville, Illinois, ten thousand dollars to be paid in cash, one year after my death, in trust for the following uses and purposes, to wit: First, that said funds be invested in good, safe, interest-bearing securities for a period of five years, said fund and the income thereof be used by said college

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<sup>2</sup> An article written by a student discussed in doleful language how "a great many students come here with sound bodies but go away physical wrecks."

in the erection and equipment of a suitable building for a gymnasium to be known as Nichols Hall: the same to be for the use of students of North-Western College."

The gymnasium was erected in 1901 at a cost, including equipment, of \$12,720.54.<sup>3</sup> It was dedicated in the afternoon of January 17, 1902, its "spacious hall" decorated for the occasion with college and class colors. The program of dedication included the following:

Opening Anthem .....	Musical Union
Prayer .....	Bishop Thomas Bowman
Solo .....	A. Miller
Address—"The Donor of Nichols Hall" .....	H. H. Goodrich
Address—"Nichols Hall" .....	W. Grote
Music .....	College Quartette
Address—"Physical Culture & Character" .....	George Coe
Music .....	College Orchestra
Benediction	

A sociable was held in the evening in recognition of the historic occasion.

Following victory for the gymnasium project, the center of attention was directed to the need for a science building to house the departments of the physical and biological sciences. The restricted area in the main building for teaching the sciences was becoming a more serious problem since the practice of individual experiments by students created the need for more laboratory space. Kiekhoefer raised a direct question to the Trustees and the denomination: "Is there not someone in the church who will give us a Science Hall?" George Johnson, the financial agent of the college, suggested to the Trustees in 1902 that they make a united appeal to Andrew Carnegie, the steel "master," for a contribution. The Board responded by the appointment of a committee to contact Andrew Carnegie and other friends of education for the support of North-Western College. Through the mediation of Judge John S. Goodwin of Naperville an introduction to Andrew Carnegie was effected.

Meanwhile, efforts were made to secure funds from the various church conferences for the science hall project at North-Western. A Young People's Alliance was organized to secure funds and by May, 1903, a total of \$1,438 had been raised by friends of the school, particularly in the church conferences; however, it was apparent by that date that the essential amount would have to come from some philanthropist or large donor.

<sup>3</sup> It might be noted that the gymnasium was built at North-Western before many colleges or even state universities were favored with such structures.

The science hall project became reality through the generosity of Albert Goldspohn, an alumnus of the college. The Goldspohn contribution of \$25,000 was first reported to the Board of Trustees in October, 1905. That body expressed its appreciation for "a valuable and much-needed gift," and went on to entertain a hope that the donation would create more liberal support of the college among its friends and patrons. A building committee to plan for the structure was appointed and a decision was reached to construct the science hall between the main building and the gymnasium.<sup>4</sup>

Soon after the contribution of Goldspohn, which made possible the erection of Science Hall, correspondence with Andrew Carnegie was resumed seeking a contribution for the construction of a library. Carnegie was informed of the good fortune bestowed upon the school in receiving the generous donation for a science building. He answered the first request by establishing the condition that the endowment fund of the college be raised to \$200,000 and that his gift would not be forthcoming until the specified fund had been procured.

The possibility of receiving a Carnegie donation now seemed dark indeed, and there was some local criticism of the school authorities for the lack of success in the negotiations. However, the patient efforts of Kiekhoefer produced results and on February 6, 1906, an affirmative reply from Carnegie's secretary informed the college administration that the sum needed for the completion of the library in the amount of \$25,000 would be available. With the necessary funds assured, construction on the library and the science hall began in the summer of 1906 and extended into 1907.

The addition of buildings on the campus called attention to the need for a central heating system. Treasurer Johnson outlined to the Trustees in 1906 plans for a central heating system for the new structures and for Old Main. The power plant was constructed in 1907 and was dedicated with the Science Hall and the Library.<sup>5</sup>

Dedication services for the new buildings held on April 7, 1908, were attended by students, alumni and friends from a distance, who filled the chapel, halls, and adjoining recitation rooms. The address of welcome was given by President Kiekhoefer, who paid special tribute to Albert Goldspohn and Andrew Carnegie. Bishop Breyfogel delivered the dedicatory address, "The College Library." John M. Coulter, professor at the University of Chicago, spoke on the subject, "The Place of Science in Education." The appearance of Goldspohn on the program was an occasion for prolonged applause

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<sup>4</sup> The site of the first gymnasium, destroyed by fire in 1929, was midway between Old Main and the north end of the campus.

<sup>5</sup> The Carnegie Library was located at the southwest corner of the main campus.

and his address on "The Relation of Science to Everyday Life" was well received by an appreciative audience.

After the formal exercises the buildings were opened for public inspection. The first floor of Science Hall was conditioned entirely for the use of classes in physics and chemistry, with their respective laboratories; the second floor was reserved for the biological sciences, their laboratories and lecture rooms.

In commenting on the more modern conveniences furnished by the power plant, the *College Chronicle* concluded: "With its two massive boilers and underground pipe connections with the four other buildings, we need say very little; for we have all, during the course of the winter, learned to appreciate its efficiency." The more uniform heat furnished by the central heating system after 1907 must indeed have been a welcome addition to the comfort of the college buildings.

Some student, who undoubtedly remembered the old days of uncertain heating and chilling drafts, exhibited his thanks for the more modern facilities in the form of a poem entitled "*Ode to the Heating Plant*," which was published in the *College Chronicle*.

One day, as I was sighin'  
For somethin' good to praise,  
Some lofty theme or other  
To sing in poet's lays,  
It came, a thought inspired  
A subject fit to chant.  
A worthier theme was never  
Than "Our College Heatin' Plant."

'Tain't the green kind that keeps growin'  
From year out to year in,  
Ner the kind where they make steel rails  
Ner light that's quick as sin.  
No, the one that I likes better  
That I'll praise until I can't  
Is the one that heats our buildings,  
The plant that *is* a plant.

The Science Hall is O.K.,  
I like our Librarie  
The contents of the College  
Is good enuf fer me.  
I run around the Gym floor  
Until my head's on slant,  
But fer all round util'ty,  
Give me the heatin' plant.



I like the looks of this thing,  
E'en the tall smoke stack,  
Where once a couple classmen  
Hung, till they turned clean black;  
And while the poet muses  
And politicians rant  
I'll praise the heat that comes from  
Our sooty heatin' plant.

Smoke on, you four-square chimley,  
Your top above the clouds!  
Pound on, ye hammerin' steam-pipes,  
That warm the learnin' crowds!  
Your pay is pretty meagre  
And thanks is mighty scant,  
But just the same you're itski,  
Our faithful heatin' plant.

Following the completion of these structures the attention of the college administration and friends was directed toward the need for a college auditorium and a ladies' dormitory. "We have outgrown our present chapel," was the remark made by Kiekhoefer in 1907. Commencement exercises, special services, and public entertainments found the chapel far below the seating capacity essential for the occasions.<sup>6</sup> At many functions people were either turned away or found themselves standing in the foyers.

Beginning in 1908 sentiment was expressed around the college in support of a dormitory for women students. Housing for women became critical in the immediate pre-World War I years in part because of the increasing number of women students and partly because of the fact that most landlords tended to prefer men. The Trustees, appreciating the gravity of the situation, appointed a committee in 1913 to draw up plans, to secure estimates of cost and to obtain donations and pledges for such construction. The slow procurement of funds and the approach of World War I created additional difficulties, and plans for the structure had to be tabled.

At the turn of the century came many improvements that are today accepted as an integral part of the main campus. The old wooden steps that dated back to the beginning of the school were dilapidated and dangerous and were replaced in 1899 by the stone steps at the front entrance to Old Main. Also the cement walk leading from the Main entrance to the street was completed about the same time. The completion of the cement walk from the front entrance of Old Main to the south entrance and thence to the southwest corner

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<sup>6</sup> The original chapel was later dedicated as Smith Hall.

of the campus was effected in 1903. The walks on the east and south sides of the main building were not constructed until 1910.

A notable evidence of the march of progress came in 1905 when city water, sewage and gas systems were installed. The Board of Trustees authorized the installation of a telephone for the college in the year 1901, and in 1911 the fire escapes, such a prominent feature of Old Main, were installed.

The halls of Old Main were made more "hallowed" by the planting of ivy on the north and west sides as gifts of the classes of 1899 and 1901, and the program clock, or electric bell system that summoned scholars to action was a gift of the class of 1911.

The class of 1914 bequeathed as a class memorial a gateway to the main campus consisting of two pillars. These pillars vastly improved the front appearance of the campus and remained as a memorial to this class for many years.

Other improvements, gifts from the class of 1915, were the indirect lighting system installed in the chapel and the flagstaff on the main campus. The college surroundings were given a more urban appearance in 1908 with the paving of the city streets around the campus.

The emergence of more progressive ideas of teaching, the introduction of new courses of study and the growing complexity and specialization in academic fields necessitated corresponding advancements in laboratory and teaching techniques in general. Although financial limitations prevented radical innovations in the purchase or procurement of new equipment, certain minimum teaching facilities were indispensable. Progress in electrical research entailed new equipment for the physics laboratory, new discoveries in biology required the purchase of microscopes, and the massive accumulation of knowledge meant the purchase of more reference and specialized books for the library. In general, the college was forced to increase expenditures to keep pace with the rapid progression of knowledge in the arts and sciences.

The story of the library was an account of an expanding number of volumes and a growing appreciation of its strategic position in the general education of students. The library as in the past continued to receive its main support from voluntary contributions of money and books. The Trustees, in 1891, went on record in support of a project for raising \$1,000 for the benefit of the library through the sale of subscriptions to individuals. This effort was no more successful than similar campaigns of the past.

Despite the lack of success in general church appeals, the status of the library was elevated through special gifts from individuals

and from new sources of support. By 1899 the number of volumes was in excess of 5,000 and the previous year a total of \$225 was procured for its support. The proceeds from the lecture course for a number of years had been allocated for the library, and in 1902 a sum in excess of \$200 was raised from this source.

After 1900 special gifts and bequests strengthened this department of the college. In 1912, A. S. Bertolet of Chicago donated a part of his private library containing about 280 volumes, including various works in the sciences and travel. His friendship and interest in the college came as the result of a botanical excursion with Professor Umbach. The library was further benefited by a gift of \$700 from the family of Fred H. Schoendinger in honor of this graduate of the class of 1899. The gift was expended for the purchase and maintenance of a section of books pertaining to the social sciences, and was dedicated as the Schoendinger Library Memorial on January 7, 1914.

As late as 1905 the library suffered from two major handicaps. First was the lack of adequate space for expansion of facilities in the main building; the second was the fact that there was no full-time librarian. It has been observed that almost from the beginning of the school various members of the faculty were selected as librarians, a responsibility in addition to their regular academic teaching. Dedicated as these individuals may have been, they could devote only limited time from their teaching schedules to the problem of library administration. An article in the *College Chronicle* in November, 1897, complained of the limited schedule available for work in the library since at this time the reading room was open only four and a half hours a day. The writer in the *Chronicle* went on to cite that as many as twelve students had been observed walking eagerly to the library at one time only to be disappointed when the door to this reservoir of information was locked.

The handicap of inadequate space was alleviated in 1908 with the completion of the new Carnegie Library; the second was removed in 1910 with the appointment of Ethel B. Gibson, graduate of the class of 1903, as the first full-time librarian.

As was true at many institutions the chemistry and physics laboratories were combined in the early period. Greater specialization in the sciences came in 1892 when the chemistry laboratory was moved to the basement of the main building and the mechanical apparatus used in the teaching of physics was placed in appropriate cases in the science recitation room. Plans were now perfected in conditioning the laboratories for the technique of individual experiments in the teaching of the sciences.

Despite the lack of adequate space and the limited funds available

for purchasing equipment, considerable progress was recorded in conditioning the laboratories for individual research. In 1899 water was piped from the well to the chemistry laboratory, and work tables were placed in the room for use in experiments. The catalog of 1901 boasted of the improved and enlarged chemistry laboratory, and of the lockers and drawers installed to contain the apparatus with a student fee of \$1.00 per term for the use of the equipment. The physics laboratory contained the usual appliances for work in mechanics, heat, light, electricity and magnetism.

The work in biology was modernized in the late nineties by the purchase of microscopes for use in the laboratory. In 1910 Umbach reported the need for ten new microscopes, as those in use had been purchased twelve years previously. The new equipment made possible more individual research so essential in the teaching of the sciences.

Closely related to instruction in the biological sciences were the improvements and growing collections in the Museum and Herbarium. Umbach spent most of his summer vacations collecting specimens for these displays. An exchange program with scientific societies and universities brought many unusual specimens of shells, corals, and fossils to the college collection. Special recognition was given Umbach by the Trustees when they reported the collections of North-Western "excelled those of any other college in the state."

By 1904 the Herbarium contained 18,000 specimens while the Museum comprised a very large number of native birds, small mammals, reptiles and a small collection of marine invertebrates donated by the Smithsonian Institute. Mounted specimens, such as eagles, bats, moose, and woodchucks, were received from alumni or friends from time to time. The archeological collection of flints and implements became quite extensive after 1910.

After churches began installing pipe organs it was expected that a college course in music would include the mastery of this instrument. As the president of the college stated, "It was humiliating to the college" to inform prospective applicants that it was not equipped for this instruction. The deficiency was soon remedied when a pipe organ from the Hinners Organ Company was installed in 1903. It was built in the chapel during summer vacation and was ready for operation with the opening of school, and on January 8, 1904, the new instrument was dedicated with an appropriate recital by John L. Hinners, president of Hinners Organ Company. The new organ was valued at approximately \$1,492.<sup>7</sup>

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<sup>7</sup> The organ was shipped in twenty-four parts and when assembled was reported to weigh 24,000 pounds.



The funds for the purchase of this organ were loaned to the college by Mrs. E. Faust, member of the Evangelical Church from the State of Iowa. This fund was procured after a trip to that state by the president of the college.

A complete exchange of old for new pianos of standard manufacture was effected about this time. The transaction brought the number to ten upright and two grand pianos, one of which was a Knabe Concert Grand placed in the auditorium for concert and recital purposes.

Classroom instruction was made more efficient around 1900 through the purchase of the first university chairs. These enabled the students to prepare notes from classroom lectures or recitations. Purchases continued from year to year until by 1904 the president could report that all the classrooms in Old Main were furnished with this type of chair.

It has been noted that Union Biblical Institute was opened for active work in 1876. For thirty-two years the Institute had no special campus or structure but rented facilities from the college in the main building. Because of the crowded conditions existing in the building, the residence of G. W. Sindlinger, opposite the northeast corner of the campus, was purchased as the new home of the Institute, and in 1908, the Seminary moved into the newly-acquired property. The lower floors were converted into classrooms and a small chapel, and the upper floors transformed into a dormitory for theological students.

At a meeting of the Trustees of the Biblical Institute in 1908 a resolution was adopted to erect a new seminary building costing not less than \$20,000, construction to begin as soon as \$15,000 were secured. In the fall of 1911, the General Conference of the church authorized the Board of Trustees to proceed with construction. The new seminary structure was dedicated on February 13, 1913, and was ready for occupancy at the beginning of the fall term. The term "Union Biblical Institute" was dropped in 1908 in favor of Evangelical Theological Seminary.

## CHAPTER 23

### CURRICULAR AND SCHOLASTIC PROGRESS

A more modern departmental organization was first described in the college catalog for the year 1889-90. The first disciplines carrying departmental rank included Mental and Moral Philosophy, German, Latin, Greek, Rhetoric and English Literature, Mathematics, Political Science, Physical Science and Biological Science.

While certain courses in Mental and Moral Philosophy including Logic, Moral Philosophy and Christian Evidences had been taught since the founding of the college, the offering in psychology was not introduced into the curriculum until 1880. Psychology was still a pioneer subject in the eighties and through the efforts of William James and G. Stanley Hall was just winning its independence from Philosophy.

Studies in English, in spite of the term literature attached to the department, still consisted primarily of exposition, oration, and debate. Increasing recognition given literature in the work of the English department and the entire collegiate program, however, was noted by the requirement of English Literature for graduation in 1896. The catalog that year summarized the cultural advantages of literature in the following words: "The study of literature constitutes an important part of a liberal education. It introduces the student to the companionship of great and noble minds, and aims to give a clear conception of the beauty and force of great masterpieces that give dignity to language."

Specialization in science was becoming more evident in that biological science was now divorced from the physical sciences. The department of Physical Sciences showed a wide range of studies embracing physics, chemistry, geology, and astronomy. Courses in physiology, zoology, and botany were included in biology. Teaching of the sciences was being revolutionized by startling innovations in communications resulting from invention of the telephone, electric lighting, the electric motor, and the general application of the laws of physics and chemistry to arts and industry. Discoveries and new concepts in the field of medicine and hygiene greatly influenced instruction in biology.

Mathematics was valued for the mental discipline it rendered to all who were able to master its secrets. Two years of college mathematics were required for all candidates seeking degrees, advancing the student through Algebra, Trigonometry and Analytical Geometry, while Surveying, Mechanics, and Calculus remained elective.

In addition to the regular college and preparatory courses, students could enroll in the so-called "elective studies," such as Commerce, Music and Art. These had won department status by 1890; however, none of these subjects carried college credit toward a bachelors degree.

The period of the nineties witnessed the introduction of the Social Sciences as a major area of study into the college curriculum.<sup>1</sup> Political Science first won department status in 1890 with three courses offered: Constitutional Law, International Law and Political Economy. By 1893 a new course called Civil Government was taught in the Preparatory Department and Political Economy was now designated as Economics. While Sociology had worked its way into the curriculum by 1895, it was many years before this study won departmental rank.

History achieved departmental recognition in 1893. The objectives of the courses in this department as stated in the catalog have some modern implications: "The design of this department is not only to acquaint the student with the essential facts and principles of history, but to develop in him that habit of mind that will enable him to discover the causal relation of events and determine intelligently the conspiring factors of great national changes." The History of Civilization and the study of Ancient Cultures were included among elective studies for both juniors and seniors in the college, while American History was taught only in the Preparatory Department.

A new subject appeared in 1893 that was the fore-runner of our Speech department today, namely that of Elocution. Its aim was to "aid students to become easy, natural and effective readers and speakers." Some attention was given to vocal expression, including quality of tones, pitch, and movement. Only one course was offered, but it was required of all freshmen in the college. In 1905 the more antiquated term "Elocution" gave way to Public Speaking for work in this field.

A department of Biblical Literature was established in 1895. The basic subject of this department was a course called "The Bible," which extended through the entire college program with classes meeting once a week. It was a general course covering the Old and New Testaments and the relationship of the Bible to general history. More advanced studies in this department included Christian Evidences and Philosophy of Religion. By 1914 the basic work in Bible consisted of a four hour credit course covering a two-year period and was required of all people seeking degrees.<sup>2</sup>

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<sup>1</sup> The Social Sciences became established disciplines at many colleges and universities in the nineties.

<sup>2</sup> It may seem strange to contemporary students that there was no formal

The trend toward specialization and increase in number of courses continued after 1900. Shortly after the turn of the century the course in Pedagogy, formerly a single subject in the Psychology department, blossomed forth into a separate department, the origin of modern courses in education. The courses in education by 1902 included the History of Education, the Science of Teaching and School Management. The department assumed its more modern terminology as "Education" about 1904. In 1913 a Teachers Employment Bureau was established to assist graduates in securing positions in teaching and to be of service to those seeking advancement in the profession. A report of the Bureau for the year 1913-14 found some seventeen candidates placed in positions out of a total of thirty-three enrolled.<sup>3</sup>

The growing complexity of American life, the general weakening of the classical tradition and the influence of pragmatism in education after 1900 was reflected in a demand for new courses of study. As one scholar wrote: ". . . the nineteenth century trivium of Latin, Greek and mathematics has been thrust aside. . . ." Some of the more utilitarian studies that were offered by 1910 included American Constitutional Law, Municipal Administration, Money Credit and Banking, Practical Sociology, Extemporaneous Speaking, Advanced Zoology and Economic History.

Instruction in music followed the general trend toward specialization and the adoption of new courses of study. In 1894 instruction in violin was added to the curriculum; in 1895 came the addition of the History of Music, a teacher's certificate course, and a graduating course in Voice Culture, with graduates being required to present attainments equal to a high school diploma.

The purchase of the new pipe organ in 1903 gave opportunity for instruction in this subject. Grayce Austin became teacher of piano and voice in 1902, and the first instructor in pipe organ in 1904. About that year opportunity was afforded for post-graduate study in piano, organ, and voice, and college credit was allowed for studies in theoretical music courses. Theoretical courses included Harmony, History of Music, and Music Theory.

Beginning at the turn of the century the department of Music assumed a more dignified title, the School of Music. The work continued under the general supervision of the college faculty and immediate direction of the director of the School of Music. The

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instruction in Bible until thirty-four years after the founding of the college. Instruction in religious education did not come at most co-educational colleges until after 1900.

<sup>3</sup> While professional courses in education date back to the turn of the century, it was 1922 before a full-time professor of education was appointed.



work in music by 1908 embraced four courses of study: preparatory, teacher's certificate, diploma and the degree courses. The preparatory was intended for beginners and those seeking admission to the teacher's certificate program, primarily for the training of music teachers. Students completing the study of a range of musical subjects, both practical and theoretical, and possessing at least a high school education were awarded diplomas. Those seeking a college degree, Bachelor of Music, were required to present at least two years of academic work in college in addition to advanced work in music. By 1910 the school was organized into piano and organ, vocal, and violin departments.

The trend toward professional courses was influenced by the John Dewey philosophy of "learning by doing," and by the actions of government stimulating and subsidizing the new approach in education. The passage of the Smith-Hughes Act by the National Congress stimulated the study of Domestic Science in high schools. The growing opportunities for young ladies in this professional study made such training at North-Western indispensable. The department of Home Economics became a reality and Elizabeth J. Hoefman assumed her duties as the first instructor in this field in the fall of 1915. The department offered such subjects as sewing and drafting, cookery, textiles, dressmaking and millinery, and household management. The establishment of this course and other subjects of a professional nature necessitated some statement of philosophy by the institution which was forthcoming in the catalog of 1915: "It is not the purpose of the college to offer strictly professional or technical courses and yet the needs of professional and technical training are not entirely ignored." The catalog went on to state that the vocations of Engineering, Journalism, Law, Medicine, and Pedagogy necessitated the teaching of such courses as international law, physics, chemistry, pedagogy, political science and sociology.

The department of German, contrary to the practice in most colleges, continued to offer two courses earlier designated as Pure German and English German. As was indicated previously, the Pure German courses were designated for students who entered with a reading and speaking knowledge of the language. The offerings in the German department had expanded by 1915 to include such courses as the History of German Literature, Classical Drama, Goethe's Life and Works, and Modern Realism in German Literature. A course in teaching methods was now offered for students interested in teaching German in secondary schools.

The beginning of a broadening trend in the work in Commerce was already notable by 1893. In addition to the regular business studies, such as bookkeeping or commercial arithmetic, the students

now were expected to study geography, grammar, orthography, American history, and civil government with the regular classes of the Academy. The School of Commerce continued to offer courses leading to a business education apart from the regular college program leading to a degree. The regular commercial studies required a year's work for completion, but those deficient in common English branches were expected to remain two years. Applicants for admission in 1910 were required to possess a common, or what we would term a grade school education. New courses that were taught in commerce by 1910 included commercial law, commercial geography, and practical business problems.

By the close of the period in 1915, the courses of study were organized into four broad divisions or schools. These were designated as the College of Arts and Sciences, the School of Commerce, the School of Music, and the School of Art. The departments in the College of Arts and Sciences were divided into three broad areas:

Group I—Biblical Literature, English Language and Literature, French, German, Greek and Latin.

Group II—Social and Political Science, History, Philosophy, Public Speaking, and Religion.

Group III—Biology, Chemistry, Mathematics and Astronomy, Physics and Geology.

Students whose major was selected from Group I or II received the Bachelor of Arts degree and those whose major was chosen from Group III, the Bachelor of Science. A major consisted of not less than eighteen hours in one of the departments or allied disciplines; a minor consisted of twelve semester hours chosen from a group other than that in which the major was taken.

Beginning about 1890 the work of those below the college level was divided into the Preparatory and the Academic, a distinction that existed until the year 1914. The Preparatory Course as in the past was designed primarily to prepare students for admission to college, the training being comparable to that in the high schools of the day. Those planning to enter the classical and philosophical courses of the college studied for three years, while the pre-scientific and pre-literary students covered only two years of work. Applicants for the Preparatory Course were required to be at least thirteen years of age.

The purpose of the Academic Course was to impart a thorough knowledge of the elementary English branches, so as to qualify its people for teaching in the public schools. In addition to the regular academic subjects, courses in School Law, School Hygiene, and Principles of Education were taught. Students completing this course

received a diploma and hence were eligible to begin a career in the field of elementary education.

For the school year 1892-93, enrollment in the Academic Department was the largest of any course in the school reflecting its popularity as a teacher-training program. As one of the most accelerated professional courses at the college, enrollment in the Academic Course exceeded that of the Preparatory until about 1905; after this date practically all sub-collegiate students with the exception of those in the German Course had moved to the Preparatory. As state requirements for teacher certification were raised, and as high school training became a prerequisite for teaching, it was no longer possible to enter the profession of the pedagogue with a mere mastery of the elementary subjects.

After the Academic Course ceased to function as a teacher-training program, a few students continued to appear at the college without adequate preparation in elementary subjects. Fortunately the numbers pursuing grade or sub-academy work continued to decline, however, and by 1913 there were only twelve students enrolled. Seager stated in 1913 that if it were generally known that the college was offering instruction in reading and spelling it would not strengthen its position with accrediting agencies. The president recommended that this department be abolished and the Trustees, following his suggestion, decreed that the sub-Academy be closed at the end of the school year in 1914.

About 1905 the work of the Preparatory Department became more systematic and was placed under the direct supervision of a principal. The course now extended over a four-year period and was designed specifically to prepare its people for the various specialities of the college. A certificate was now issued for the completion of such work and the holder was eligible to enter the freshman class of the college without examination. The requirements similar to that in many secondary schools were calculated in number of units with fourteen of such units constituting completion of the course.

The Preparatory Department became the Academy of North-Western by action of the Trustees in the fall of 1910. The change in name was reported to be a very popular decision among students and the editor of the *Chronicle* devoted an entire issue to the work of the Academy. The importance of this sub-collegiate department was indicated by the fact that it attracted 132 students during the academic year 1911-12.<sup>4</sup>

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<sup>4</sup> The continued popularity of the Academy was somewhat remarkable in view of the fact that the number of public high schools in the nation increased from 800 in 1880 to 10,213 by 1910.

About 1912 the Academy was accredited by the North Central Association, a recognition that was renewed in 1915. Its enrollment by this date came largely from three classes of students: (1) Those mature in years who felt out of place in the public high school; (2) those who came from communities where there was only a two or three year high school and who completed their college preparatory in the Academy; and (3) those who anticipated entering the ministry and who wanted to complete their preparatory training in a religious environment.

The German background of the college was reflected in the large number of students that continued to enroll in the sub-collegiate German course. It is amazing that as late as the year 1906-07 some 126, or about twenty-five per cent of the student body, were enrolled in the German course, which as a distinct study was eliminated in 1914 with the consolidation of most of the sub-collegiate work with the Academy.

A thorough understanding of curricular developments would be incomplete without reference to degrees and degree requirements. The decade of the nineties that witnessed an expansion in curriculum also noted the introduction of new degrees. About 1890 the course leading to the degree of Bachelor of Philosophy was introduced and became a popular program until it was eliminated in 1911. A modern literature course was adopted in 1890, excluding the requirement in Greek and Latin and devoting more emphasis to modern languages, English and the social sciences. This study attracted only a limited enrollment as only eighteen candidates received the Bachelor of Literature before it was abolished in 1914. The Classical and Scientific courses dating back to the early history of the college continued to be offered for a degree. The Latin and English Scientific courses that had been introduced in the seventies tended to duplicate the work in other areas and were now eliminated. Those pursuing graduate study received the Master of Philosophy, Master of Science and Master of Arts.

By 1910 degree requirements began to assume a more modern form. The term Classical had been dropped in the work leading to the Bachelor of Arts and this program became known as the Arts course. The deletion of the term classical was justified by the modifications in requirements for the degree; Latin and Greek were now optional, mathematics was not required beyond the freshman year and courses in history and sociology were now studied. The work leading to the Bachelor of Science continued to place greater emphasis upon the sciences with requirements in zoology, chemistry, physics and botany. The degree program at North-Western College was simplified by 1915 in that the number of bachelor degrees had been reduced to only two, the Bachelor of Arts and the Bachelor of



Science. Because of rising standards and the emergence of more scientific accreditation criteria, the system of graduate training and the awarding of master's degrees were eliminated about 1914.

Two trends seem obvious from a study of degree granting at North-Western College from 1890 to 1915. One was the notable increase in number of degrees granted, particularly after 1900. The second trend was the increase in number of A.B. degrees that followed the substitution of the Liberal Arts course for the Classical about 1909.

The year 1915 marked the fiftieth annual commencement of the college. Some fifty years previously at Plainfield the three first graduates received diplomas. The class of 1915 with forty-three graduates was the largest in the history of the college to that date.

#### Bachelor's Degrees Granted At North-Western College 1890-1915

<i>Class</i>	<i>A.B.</i>	<i>Ph.B.</i>	<i>B.S.</i>	<i>B.L.</i>	<i>L.E.L.</i>
1890	2	..	2	..	2
1891	1	..	2	..	..
1892	..	..	2	..	..
1893	1	..	8	1	..
1894	1	..	7	..	..
1895	..	3	6	..	..
1896	3	2	7	..	..
1897	3	2	3	..	..
1898	3	1	3	..	..
1899	1	10	1	1	..
1900	1	4	2	1	..
1901	2	7	2	..	..
1902	4	12	5	..	..
1903	2	8	3	2	..
1904	1	12	..	..	..
1905	2	10	3	1	..
1906	1	10	2	..	..
1907	4	9	3	..	..
1908	1	11	..	..	..
1909	2	16	2	..	..
1910	6	10	5	1	..
1911	10	6	6	2	..
1912	19	..	7	3	..
1913	17	..	8	4	..
1914	22	..	9	1	..
1915	32	..	11	..	..

A.B.—Bachelor of Arts

Ph.B.—Bachelor of Philosophy

B.S.—Bachelor of Science

B.L.—Bachelor of Literature

L.E.L.—Laureate of English Literature

**Honorary Degrees Granted At North-Western College 1890-1915 <sup>5</sup>**

<i>Year</i>	<i>Recipient</i>	<i>Degree</i>
1890	D. Kaercher	Master of Arts
1890	E. M. Spreng	Master of Arts
1891	J. F. Kletzing	Master of Arts
1891	E. B. Baldwin	Master of Arts
1892	Robert A. Kletzing	Master of Arts
1896	O. B. Stanard	Master of Arts

**Master's Degrees Granted At North-Western College 1890-1915**

<i>Year</i>	<i>Master of Arts</i>	<i>Master of Science</i>	<i>Master of Philosophy</i>	<i>Honorary Masters</i>
1890	3	1	..	2
1891	3	2	..	2
1892	..	..	..	..
1893	2	2	..	1
1894	..	..	..	..
1895	..	..	..	..
1896	..	..	..	1
1897	..	..	..	..
1898	..	..	..	..
1899	..	..	..	..
1900	1	..	2	..
1901	..	..	..	..
1902	1	2	2	..
1903	..	..	3	..
1904	..	..	4	..
1905	2	1	3	..
1906	..	1	15	..
1907	2	2	9	..
1908	2	1	3	..
1909	2	..	5	..
1910	1	..	5	..
1911	3	1	3	..
1912	1	..	..	..
1913	..	..	..	..
1914	..	..	..	..
1915	..	..	..	..

Various regulations for degrees were added from time to time. By 1908, students were required to spend at least a year in residence to be eligible for the Bachelor's degree. The public presentation of theses was required of both juniors and seniors in 1911. Juniors had to prepare and deliver in chapel a thesis of 1800 to 2000 words sometime during the second semester. Seniors had an option of

<sup>5</sup> It might be noted that the practice of awarding honorary Master's degrees ceased after 1896.

electing one of the following procedures: (1) Two public appearances, one before the faculty and students in chapel the first semester and the other on Class Day; (2) one public appearance and one thesis of 2,000 to 2,500 words; or (3) no public appearance and one thesis of 4,000 to 4,500 words.

After petitions by the senior class to discontinue the giving of chapel theses by seniors and juniors, the faculty in 1913 voted to discontinue the reading of essays in chapel. However, all juniors and seniors were required to write a thesis conforming to the following specifications: juniors were to prepare a thesis of not less than 2,500 words to be completed for inspection by May 1; seniors who did not participate in intercollegiate oratorical contests nor in intercollegiate debates were required to write a thesis of not less than 4,000 words (those who participated in the debates had to prepare a thesis of not less than 2,500 words).

A total of 128 semester hours was now essential for the Bachelor's degree, the beginning of exact hour requirements. No regular student could enroll for less than 14 hours a semester, and in January, 1915, the rule limiting a student to 18 hours without special permission was first printed in the catalog.

On February 14, 1913, the faculty adopted letter grading, similar to the system of grades in vogue today, introducing a greater degree of uniformity and standardization. Under the new system a student's standing was to be determined on the basis of letters rather than a percentage.

By 1915, in addition to the regular semester hours, the student had to maintain an equal number of honor points equivalent to a C average in his academic program. An A grade carried three points, B two points, and C one point per credit hour with no honor points given for grades below C. The grade of F constituted a failure and could be removed only by repetition of the subject. The grade of I, or incomplete, denoted the failure to make up notebooks, tests, essays, and other requirements.

The period following 1900 brought a number of modern innovations in registration procedures and in recording and reporting grades. In 1903 a committee on Entrance and Classification formulated new registration procedures. Under the new system the faculty met in a specific room for registration to assist students in making and preparing their schedules. Here students were assigned only the work appropriate to their classification. After the preparation of schedules and the proper classification had been determined the enrollees marched to the treasurer's office to settle their accounts. All teachers who were not needed in the early registration procedures were to assist in the treasurer's office. Recording and reporting grades

was systematized in 1905 with the appointment of Thomas Finkbeiner as the first Registrar. The three-term system that had been followed since the founding of the institution was abolished in 1906 and the semester plan was inaugurated.

Because of increasing administrative pressures on the president and the growing burden related to academic supervision, Seager in 1912 recommended the establishment of the office of Dean of Instruction. The Trustees complied with the recommendation and George J. Kirn assumed duties as the first dean of the College in the fall of 1912 in addition to his responsibilities as professor of Philosophy. The new official was empowered to act in the absence of the president and served as chairman of the committee on Entrance and Classification.

A more uniform system of administering special examinations and tests was approved by the faculty on January 7, 1913. Final examinations were to be given at the completion of any given subject and no student was to be exempt from any test or final examination. Before a student could take a make-up test or special examination he had to present a card issued by the teacher and endorsed by the treasurer with the payment of a special fee for the privilege.

More significant than the bare statistics of total growth was the accelerated rate of increase in the regular college enrollment. From a total of only 56 enrolled in college courses in 1891-92, the figure had crossed the hundred mark by 1900 and reached an all-time high of 204 by 1915. The statistics at the same time reflect a decline in the sub-collegiate courses as more students came with elementary and high school training.

#### Enrollment in the College Courses 1911-15

	1911	1912	1913	1914	1915
Freshmen .....	49	57	57	41	77
Sophomores .....	36	40	44	38	42
Juniors .....	29	29	33	36	33
Seniors .....	24	29	29	33	41
Total in college .....	143	160	168	157	204
Academy and non-collegiate courses ....	303	269	259	255	287

The drive to procure students became more competitive in the latter part of this period. Reports of the faculty and trustees allude to the danger of competition with state endowed institutions, and how these colleges or universities posed a threat to the private church-related institutions. New practices were initiated to meet the competitive threat by deputizing a student solicitor to travel into sections of the Indiana, Ohio, Erie, and Michigan conferences, and by providing scholarships for scholastic achievements in high school. Particularly distressing to Kiekhoefer was the practice of some Evangel-



ical families, sending their sons and daughters to state schools or other church-related colleges.

The increasing competition for students was correlated with a desire to encourage high scholastic attainments and attract students with exceptional abilities. Each year the college presented a scholarship to the graduating member of the Academy with the highest average in his studies. The firm of Broeker and Spiegler of Naperville granted \$15.00 to the second ranking Academy student in his third and fourth years. The Tracksell prizes donated by E. M. Tracksell of Victoria, British Columbia, were available for the first time in 1914. This award of \$50.00 was available to the highest ranking student of each of the four college classes. The University of Illinois awarded a scholarship to the candidate at North-Western College who made the highest average during his junior and senior years.

Throughout the early history of the college the professions of ministry and teaching continued to claim the largest number of graduates. A study of the 265 graduates to 1901 reveals some eighty-one in the ministry with sixty-five as teachers. Other professions represented were law, medicine, publishing and business in general. A more ambitious study of the total number of graduates and their occupations was made by the *Chronicle* in 1913.<sup>6</sup>

Enrollment statistics portrayed the story of a growing and expanding institution in this period, the reflection of an increasing service to the church and its patrons. The return of prosperity after 1897 and the increasing numbers of young people attending college were manifest in the growing enrollment at North-Western. This upward trend apparently conformed to a pattern prevalent in most colleges in America during the early years of the century.

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<sup>6</sup> See appendix for results of this study.

## CHAPTER 24

### ACADEMIC STANDARDS AND ACCREDITATION

Beginning about 1908 the growing interest of the academic world in educational standards and accreditation was reflected in the reports of administrative officers, faculty, and alumni. Kiekhoefer reported in 1909 that colleges and universities were "being watched and scrutinized as never before" indicating that as president he was required to present detailed information relative to the resources, philosophy and educational program at North-Western.

In order to strengthen, maintain and enrich academic standards, the institutions within the bounds of certain states or regions of the nation began to organize educational associations or accrediting agencies that formulated minimum requirements for official recognition of schools. In order to be a recognized college an institution had to have buildings and educational equipment worth at least \$100,000; it had to possess a productive endowment of at least \$200,000; and it had to have at least six professors who devoted full time to collegiate instruction and who had at least one year of graduate study.

North-Western College was located in the area of the North Central Association of colleges and secondary schools. At the session of the Board of Trustees in 1913, a motion by Albert Goldspohn resulted in the appointment of a committee to press negotiations for the acceptance of the college into the Association. This committee was very successful in its promotional operations and on March 20, 1914, recognition was won. As the president commented, "It was an honor coveted by every college but enjoyed by comparatively few."

The interest in academic standards was unquestionably stimulated by the program of the Carnegie Foundation and the specifications it prescribed for gifts to prospective institutions.<sup>1</sup> One area of study promoted by this foundation of interest to college administrators was the faculty-student ratio. A survey was conducted by Kiekhoefer in 1908 in which it was discovered that North-Western had a very high teacher-student ratio when compared with the more exclusive Eastern institutions of higher education: Johns Hopkins had a teacher-student ratio of one to four, Vassar one to twelve, that of North-Western was one to twenty-three. It was discovered that the teaching schedules at North-Western were far above the efficiency

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<sup>1</sup> The Carnegie Endowment for Advancement of Teaching had been launched by Andrew Carnegie on April 16, 1905.

ratios of the Carnegie report, which recommended twelve to fifteen hours as a normal teaching load. The following chart gives an interesting summary of teaching schedules that seem burdensome when compared to those of 1960:

### Classes and Hours of Teaching of Professors for the School Year 1907-08

<i>Professor</i>	<i>Subjects</i>	<i>Hours per week</i>
F. W. Heidner .....	German .....	8 (part-time)
H. C. Smith .....	Latin, Music .....	17 (reduced schedule)
G. W. Sindlinger .....	Greek, Political Economy ...	21
L. M. Umbach .....	Biological Science .....	21
Mary Bucks .....	Literature .....	20
G. P. Nauman .....	History, Sociology .....	22
M. E. Nonnamaker ...	Physics, Chemistry .....	23
G. J. Kirn .....	Bible .....	22
G. R. Laird .....	Rhetoric .....	22
Thomas Finkbeiner ....	German .....	25
Luella Kiekhoefer .....	French .....	25
M. W. Coultrap .....	Mathematics .....	22
O. M. Albig .....	Latin, English .....	25
E. E. Rife .....	Algebra, Physical Education.	13 <sup>2</sup>

An interest in more modern or progressive teaching methods began to pervade educational institutions around 1900. The concept of the more effective teacher was expressed in the president's report to the Board in 1900: "Old-fashioned pedantry will no longer meet the demands of the classroom. The teacher must be a master of his subject, have a scientific method, and a buoyant spirit in order to do the work expected of him."

Accreditation standards established by the Carnegie Foundation and the growing recognition given to graduate study stimulated the desire of teachers to achieve the Master's or even the Doctor of Philosophy degrees. A number of the college teachers spent their summers in graduate study at the University of Chicago and various other universities, while others traveled to enrich their experiences for teaching. Professor Umbach traveled into Canada, the Rocky Mountains, and the Pacific Northwest on different summers collecting specimens for the museum and herbarium.

In the opinion of President Kiekhoefer, the salary scale and salary increases at the college should be conditioned primarily on the basis of the qualifications of the teacher. The president further stressed such modern concepts as no discrimination in salary because of sex, a two-year probationary period for beginning teachers, and a system of permanent tenure in preference to annual reappointments.

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<sup>2</sup>About half of this time was devoted to teaching classes in Physical Education.

Seager, in 1911, called upon the younger professors to increase their specialization by attendance at some recognized graduate school. Upon his recommendation the Trustees appropriated a small sum to assist teachers in their attendance at summer sessions. Treasurer F. W. Umbreit, in 1913, presented to the Board a salary scale for professors and instructors based upon degrees and research. Full professors, who had acquired the Ph.D. degree and whose special research had gained recognition in the college world could reach a maximum of \$1,500 a year. Professors with the master's degree acquired as a result of resident study at some recognized university could expect a maximum salary of \$1,200. All instructors with bachelor's degrees would be eligible for a maximum salary of \$900 a year. Umbreit believed that the adoption of such a scale would stimulate research and bring academic recognition to the college. Although the number on the staff earning the Ph.D. degree was negligible until after 1916, a majority of those with professorial rank had received the Master of Arts by the close of this period. It was not until after 1920 that there was an appreciable increase in those holding the coveted Doctor of Philosophy.



## CHAPTER 25

### EMERGENCE OF ATHLETICS

Athletics emerged as an integral division of the college program during the years from 1890 to 1916. Before the construction of the gymnasium in 1901 there was no general instruction in athletics and the entire program was largely unorganized and student directed. However, later the program embraced instruction in the techniques of physical exercise, supervised intramural competitive sports and intercollegiate rivalry.

The beginning of athletics at North-Western was associated with the field day events held each spring. Although the field day celebration originated from the cornerstone day festivities of the past, the first of the annual events was held in the spring of 1891. The athletic contests at these festivals were similar to the track meets of later times. Contests in 1891 included the dash, the running broad jump and the standing broad jump while a year later bicycle races constituted a novelty for the spectators. One of the most colorful of the early field day celebrations was the one held on May 26, 1894. The festivities began at 8:30 a. m. with a literary program in the college chapel including the singing of *America*, a lecture called "Field Day," a recitation on the American flag, and a number by the college band. There proceeded a multiplicity of athletic contests: standing jump, running jump, high kick, tall man's race, short man's race, free-for-all race, wheel-barrow race, three-legged race, potato race, elephant race, hurdle race, and relay race. The mile run, the pole vault, and the shot put were added in the array of activities with Professor Niederhauser participating in the mile run in 1897. Croquet, lawn tennis and cycling were made available for those with less robust physiques.

A football craze hit the campus about 1897 when the first game with an outside team was played. The *Chronicle*, in a brief article on this first encounter in November, 1897, merely reported that "a very interesting game of football was played Saturday afternoon at the N.A.A. field between the Naperville Athletic Association and the college eleven; both teams failed to score."<sup>1</sup>

The following year the college team defeated the Naperville Association by a score of 5 to 0, in a game played in the rain. This year the problem of faculty supervision of athletic contests came to a

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<sup>1</sup> It was frequently the custom for instructors, coaches, or directors to play with the teams. Professor Niederhauser played for the college team in the first—and only—game in 1897.

climax. The college authorities as late as 1895 opposed intercollegiate athletic rivalry because of its novel and non-academic nature. Many faculty members imbued with traditional concepts concerning education could see only chaos or serious distractions from the real purposes of the college. The fears of the faculty came to fruition when in November, 1898, word reached the authorities that a number of students had participated in a football game with an Aurora team without obtaining permission, contrary to official orders. The authorities voted that all such students be reprimanded, and that no participant could expect to have his deportment stand at 100. A committee of the faculty investigated the affair and recommended that every club organized for out-of-door sports be subjected to the rules of an Athletic Association and be affiliated with that organization. A joint committee of the Association and the faculty had to approve all contests before they could be played. Slowly the opposition of the faculty lessened and a system of supervised athletic competition emerged.<sup>2</sup>

In 1899 the first regular schedule of football contests was played with outside teams. Games were scheduled that year with East Aurora High School, Morgan Park Academy, Northwestern University Academy, and Lewis Institute. The beginning of the colorful football rivalry with Wheaton College came one year later. In spite of institutional efforts to control the teams, occasional "ringers" were detected in these early contests. The manager of the DeKalb Normal team admitted in a game with the college in 1901 that his players were not *bona fide* students.

The Athletic Commission became very ambitious in 1902 and scheduled games with the University of Wisconsin and the University of Chicago in addition to the regular opponents. In 1904 the schedule included football games with the University of Illinois in addition to Wisconsin, Wheaton, Lake Forest and Knox.

Those happy days for football enthusiasts at North-Western were limited, for in the spring of 1906 the sport was abandoned and all football equipment was sold to a high school in Kansas for "the paltry" sum of \$26.00. The Board of Trustees resolved that the playing of football as then practiced was not compatible with "the high standards of a Christian school. . . ." The faculty in April, 1906, voted to abolish football for one year, an action that became indefinite suspension in the spring of 1907.<sup>3</sup>

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<sup>2</sup> Some of the faculty opposition may have been allayed by student pressure for intercollegiate rivalry. A student wrote in 1893 that "never will athletics be in a prosperous condition at North-Western College until her students are allowed to play other collegians."

<sup>3</sup> Even Columbia University abolished the game in 1905 because of injuries resulting from the sport as then played.

A student writing in the *Chronicle* in the fall of 1907 wrote that those in mourning "for the spirit of olden days . . . were finding their gratification in the bump as you can and kick as you may of association football." When some eighty students signed a petition for reinstatement of a modified form of the old rugby football, the faculty in June, 1908, voted against the return of the intercollegiate sport; the authorities were careful to indicate that they had no objection to intramural football. Similar petitions for the reinstitution of intercollegiate football continued from year to year and finally a motion to reintroduce the competitive game was approved by the Trustees in 1913.

The opening of the first football season since 1905 found about forty prospects reporting for practice in the fall of 1913. At the time of the first game against DePaul, the *Chronicle* commented that "not a man who lines up against DePaul at Chicago has defended the *N* in a collegiate football contest." This opening game was lost to DePaul and the team then fell victims before Lake Forest, Beloit and St. Viators. The team finally tasted a 66-0 victory over DeKalb Normal in the closing game of the season.

The year 1914 brought two events of historic interest for football at North-Western. The first was the triumph of 94 to 0 over Wheaton College; the second event was the origin of inter-academy football with this unit entering its first contest against Downers Grove.

While baseball had been enjoyed by students since the 1870's, the first intercollegiate contest seems to have been a game with Morgan Park in the spring of 1899.<sup>4</sup> From this time on baseball contests were scheduled with surrounding collegiate teams, such as the contest with Wheaton in 1900. As has been the case at most colleges, baseball did not arouse the enthusiasm or spirit of rivalry enjoyed by football.

The beginning of intercollegiate track competition dates from the spring of 1902.<sup>5</sup> This occasion witnessed the transition of track competition from an intramural affair to that of a contest with an outside opponent. The first track meet with an outside competitor was against Wheaton College on April 29, 1902, and the following year a track meet was arranged with DeKalb Normal on field day. By 1905 a full track schedule had been arranged providing meets

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<sup>4</sup> It has been observed that baseball competition had been engaged in with teams from Naperville as early as 1883.

<sup>5</sup> A track contest between the college team and a number of athletes from Naperville had been held on May 23, 1896. The college boys were defeated in this first contest.

with Northwestern University, Morgan Park Academy, Armour Institute, Wheaton College, and Lake Forest College.

Intercollegiate basketball was made possible following the building of the gymnasium in 1901; the first game with a visiting team was played with Wheaton on April 12, 1902, and was won by Northwestern. The construction of the gymnasium likewise made it possible for ladies to participate in sports. The first recorded contest for ladies was a basketball game with the ladies of Wheaton College in 1902. A full basketball schedule for men was arranged in 1903, when the faculty permitted a total of six games. After winning nearly all of its games, the team of 1906 was permitted to enter a basketball tournament, the first such event in which the college participated. This team of '06 was called "the best" that ever represented the school.

Intercollegiate athletics prior to 1903 tended to be somewhat unorganized without rules concerning eligibility, student participation, or institutional control over the teams. This opened the door for "the boys from town," or even professionals in no way connected with the colleges to join the teams. In this chaotic state of affairs the contests tended to degenerate into free-for-all rivalries between towns or communities rather than between colleges.

In order to place intercollegiate athletics on a more academic, uniform, and legal basis, a conference, represented by nineteen colleges in Northern Illinois, met in Bloomington on March 27, 1903. Here the following rules were adopted, which marked the beginning of intercollegiate association regulations:

1. No one shall participate in any intercollegiate sport unless he be a *bona fide* student, carrying at least 10 hours of academic work per week. No person who has participated as a college student in any intercollegiate game as a member of any college team and who has not afterward obtained a college academic degree, shall be permitted to participate in any game as a member of any college until he has been a matriculate in such college under the above conditions for at least a year.
2. No person shall be admitted to any intercollegiate contest who received any gift remuneration or pay for his services on the college team.
3. No student shall participate in sports upon the teams of any college or colleges for more than four years.
4. No student shall participate in any intercollegiate contest who has ever used or is using his knowledge of athletics or his athletic skill for gain. No person who receives any compensation from the college for services rendered by way of regular instruction shall be allowed to play on any team.



5. No student shall play in any game under an assumed name.
6. No student shall be permitted to participate in any intercollegiate contest who is found by the faculty to be delinquent in his studies.
7. All intercollegiate games shall be played on ground either owned by or under immediate control of one or both the colleges participating in the contest, and all intercollegiate games shall be played under student or college management and not under the control of any corporation or association or private individual.
8. The election of managers and captains of teams in each college shall be subject to the approval of its committee on athletics or board of control.
9. College football teams shall play only with teams representing educational institutions.
10. At least ten days before every intercollegiate contest the respective chairmen of the athletic committees or boards of control of the institutions concerned shall submit to each other a certified list of the players eligible under the rules adopted to participate in such contests.
11. Athletic committees or boards of control shall require each candidate for a team to represent the college to subscribe to a statement that he is eligible under the letter and spirit of the rules adopted.
12. No person having been a member of any college team during any year, and having been in attendance less than half of that college year, shall be permitted to play in any intercollegiate contest thereafter until he shall have been in attendance six consecutive months.

By 1915 the control of athletics and all intercollegiate sports at the college had come under the direct supervision of the executive athletic committee. It was composed of three faculty representatives, a representative of the student body, and one from the academy. The committee met regularly once a week and was in constant touch with all phases of athletic competition.

The construction of Nichols Gymnasium in 1901 made possible the integration of a physical training program into the college schedule for the benefit of all students. It further stimulated the popularity of intramural competition in all forms of indoor sports. John H. Werner of Terre Haute, Indiana, was selected as the first director of physical education. Instructors for the first thirteen years of physical training at North-Western devoted only part time to athletics with the rest of their schedule devoted to course work as students or teaching in the college. E. E. Rife, who assumed his duties as director of physical education in the fall of 1905, devoted about

half his time to instruction in mathematics. Physical culture was required of all students not excused by the faculty and efforts were still made to prescribe those physical exercises that were considered best for each individual. The fees for gymnasium privileges were fixed in 1902 at \$1.00 per term.

The first instructors in physical education were men who directed the training of both men and women. These instructors coached the ladies' athletic teams as well as those for the men. The first comment on this matter came from the ladies in 1908 when they expressed a desire for a lady instructor. This wish was not immediately realized, and it was 1916 before a director of physical education for women, Helen E. Whiting, was appointed.

The first full-time director of physical education was not obtained until 1914, when C. M. Osborne was appointed director of athletics. Osborne came to the college from Clinton, Iowa, where he had coached championship high school football teams. In the same year the system of compulsory fee collection for athletics was established.

The initiation of instruction in physical education created the necessity for a multifarious system of rules and regulations. Because of their interest for current readers, a list of these regulations has been included:

1. The gymnasium classwork will be regarded the same as any other class recitation of the college.
2. Regular attendance is required of all those enrolled in the classes.
3. Students will pass from one term's work to another when they have passed the regular term examination.
4. During class hours the gymnasium is for the exclusive use of the class.
5. Individual exercises may be indulged in at any time when there is no class on the floor; but yelling, loud talking, loitering about the building, scuffling, and all unnecessary noise is strictly forbidden.
6. Visitors will not be permitted to class exercises except by special permission.
7. Neat and suitable gymnasium clothing must be worn.
8. The regulation suit for gentlemen consists of black quarter-sleeved shirts and black short trousers with full hose and supporters, and for the ladies, union suits.
9. Soft-soled shoes must be worn. Shoes with heels or nails will not be permitted.
10. All clothing worn next to the skin must be laundered at least once every two weeks.

11. Exercising in the regular undergarments and then wearing them outside is not healthful and will not be permitted.
12. Students not clad in gymnasium uniforms will be considered as visitors and will occupy space allotted to visitors in the galleries.

The construction of Nichols Hall brought a number of public entertainments of an athletic nature. The Athletic Association presented an annual sports festival which seemed to have been well attended; the pride and glory manifest in the new gymnasium may have attracted interest. An appreciative audience of 382 greeted the annual sports festivities in April, 1905, with the program consisting of the following features:

#### PART I

Music .....	College Band
Fencing Bout .....	Messrs. Sauer and Knox
Wrestling .....	Messrs. Winholz and Filer
Hand Stand Exhibition ....	Messrs. Kronath and Nonnamaker

#### PART II

Music .....	College Band
Broadwords Bout .....	Messrs. Sauer and Knox
Impromptu Gymnastic Specialties .....	Messrs. Kronath and Nonnamaker
Jiu Jitsu .....	Messrs. Winholz and Filer
Torch Swinging .....	Prof. D. V. Mitchell

The expansion of the athletic program in outdoor competition emphasized the need for an athletic field. Kiekhoefer, as early as 1903, reported to the trustees that the campus, which had served as the playground, was too small for out-of-door sports. In 1910 the Board of Control of the Athletic Association petitioned the Trustees for the purchase of an athletic field. Success was not attained until the fall of 1912 when the Burlington Railroad conveyed to the Trustees of North-Western college the block of ground south of its new depot for the use of an athletic field. The only condition in the deed was that it must be used for athletic purposes and when it ceased to be so used the land reverted to the Burlington Railroad. Much credit was given to Judge John S. Goodwin of Naperville for his assistance in securing the gift for the college.

A canvass was then conducted among the students and citizens of Naperville to raise money to equip the field for practical use. By May, 1913, some \$1,600 had been raised to make the field appropriate for college athletic competition. It was soon discovered, however, that the plot was too small for athletic contests, particularly football and baseball. Certain citizens of Naperville sensed the value of this

field for a city park and began to search for a larger area for inter-collegiate athletics. Consequently, a group of citizens agreed to purchase and deed to the college a piece of property lying north of the Burlington Railroad and west of Washington Street in exchange for the field south of the depot. Negotiations for the new field were successfully conducted in the summer of 1914 and the new area containing six acres served North-Western for twelve years.

An embrasive story of the development of athletics at North-Western College would be incomplete without some emphasis devoted to the active intramural program in the early years of the century. The *Chronicle* in March, 1899, spoke of the benefits that would be derived from athletic competition between the various classes of the college: "A certain spirit of emulation and rivalry among the classes is an indication of a healthy condition in work and interest. This applies to the athletic life of a school as to the intellectual."

The construction of the gymnasium made possible the development of a broad program of inter-class competition, which perhaps meant more to the average student than the intercollegiate contests.<sup>6</sup> This inter-class rivalry was most pronounced in what was called "North-Western's favorite sport," the game of basketball. Two inter-class basketball leagues were organized. The preparatory league was made up of teams representing the four preparatory classes and the commerce school, while the college league was composed of the four regular classes and Evangelical Theological Seminary. The teams in each league battled for supremacy in their own organization. Then the champions of each league played a simulated "world series" to determine the champions of North-Western. A girls' basketball league was organized in January, 1914, representing the regular college classes, the Academy, and the ladies of the School of Music. Tennis also became popular as an intramural activity around 1914.

Thus, by the close of this period intramural and intercollegiate athletics had become an indispensable area of college education. Perhaps the student of 1910 could scarcely visualize the old days at North-Western without a program of physical culture or a system of competitive sports. It must have been difficult for the observer witnessing the transition in college life to sense the significance of the new developments.

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<sup>6</sup> Perhaps the pride in the new gymnasium and the absence of certain social activities accounted for the tremendous interest in intramural athletics in these years.



## CHAPTER 26

### REVISED DISCIPLINARY CODE

With the decade of the nineties came indication of a declining interest in mere disciplinary problems. Faculty attention was directed more toward academic problems such as scholastic achievements, course schedules, requirements for graduation, teaching standards and the integration of athletics. Evidence of a more lenient spirit may be noted in the fall of 1893, when the students upon their request, were granted a holiday so they could attend the World's Fair in Chicago.<sup>1</sup> In commenting on this popular action by the faculty the *College Chronicle* described the discipline at North-Western as "firm but not arbitrary." The new trend was particularly noted in the more liberal granting of student petitions to hold sociables, concerts, banquets, and other forms of student activities. In January, 1902, the faculty approved a student petition for a group of young men and women to go to Aurora for a sleigh ride, providing the president did not object.

Occasional disciplinary cases still came before the faculty in a manner reminiscent of the old days. Students were discounted for offenses ranging from dating without permission to skating on Sunday. When a group of men and women attended an entertainment outside the city without permission, each was discounted five percent from his department, and was admonished not to repeat a similar irregularity. Another disciplinary action coming to the faculty was the holding of an unauthorized banquet by the Philologian Society in celebration of their victory in intersociety debates. At a meeting of the faculty in February, 1906, action was taken requiring those who participated to be reprimanded by the president in the presence of the staff. The Society later submitted its regrets and the punishment was not carried out. The unauthorized celebration of the Philologists must have been contagious, since the sophomore class a few weeks later held a celebration in honor of their victory in the oratorical contests. Every member of the class was required to sign a note of apology to the faculty.

Sensing that a negative approach to the issue was not a solution, the faculty appointed a committee to cooperate with students in formulating plans for future celebrations following victories in oratory and debate. After this permission was usually granted students to hold celebrations of this nature and such activities ceased to be disciplinary problems.

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<sup>1</sup> This was the famous Columbian exposition, and was perhaps the greatest festival held in America during the nineteenth century.

While North-Western College was relatively free from serious disciplinary outbreaks or student riots, it was only natural that occasional pranks or practical jokes would occur from time to time. It would scarcely have been a college without some incidents, accidents, or events of a humorous nature. Few of the incidents went beyond the classification of jokes to become acts of rowdyism or malicious destruction of property.

Few accounts of student pranks or disciplinary infractions of rules are found in the college records after 1900. One of the few incidents that was recorded came in 1906, when reports reached the faculty that two young men had been attacked by a group of students, and as was the usual custom, a faculty committee was appointed at once to determine the facts of the case. It seems that a party of some five or six planned to kidnap two young men and carry them into the country. One of the young men was seized, but efforts to abduct the other were frustrated by individuals coming to his assistance. The perpetrators of this affair, when called before the faculty, explained that they harbored no ill will against the two victims, but merely regarded it as a practical joke. The guilty were subjected only to a reprimand.

Of a more serious nature was the act of the two young men who appropriated a huge wooden sign from a down-town business establishment and proceeded to reduce it to kindling for the pot-bellied stove in their sleeping room in Old Main. Upon the investigation of two faculty members, the men were found engaged in a prayer session as a subterfuge. The sacred nature of the occasion failed to prevent discovery of the long sought but much reduced object hidden under the bed.

The evening study rule, which had been enforced since the beginning of the institution, required all students to be in their rooms by 7:30 diligently pursuing their assignments. The execution of this regulation fell to members of the faculty. Because of the distance involved for a "tired" faculty member, Professor Sindlinger mounted a white horse and went through the village to see that all students had deserted the streets in pursuit of knowledge.

It will be remembered that in the days before the acquisition of athletic fields, students were restricted to vacant spaces on the main campus for their competitive sports. Any obstacle to the free exercise of these games was resented. In the middle of a baseball field stood a tree which the college treasurer refused to remove. One morning the offending obstacle had been neatly removed and the broken sod carefully replaced! Official protest was registered, but as the record states, "innocence" beamed on the faces of all suspects.

The desire of students for a revision of the rules in favor of a

system of self-control was noted as early as 1899 when the *Chronicle* commented with favor on the practice of excusing seniors and theological students from the weekly report.<sup>2</sup> A committee appointed by the faculty to revise the rules of the college reported in the fall of 1904 recommending that the old body of rules be reduced to a minimum and that each student be placed on his honor as far as possible. Despite the liberal report of the committee, no substantial action was taken to carry out the spirit of the recommendation. The faculty was essentially conservative and feared the unknown consequences of any general relaxation of the traditional rules and regulations.

Finally the persistent demands of the students for modification of the regulations brought the whole problem to a climax. In the fall of 1906, the *Chronicle* opened the attack with an editorial indictment of the old rules that read in part: "At last North-Western students have awakened from their long Rip Van Winkle snooze and are bestirring themselves to secure a more suitable code of college rules. For years they have chafed under regulations which were better suited for a medieval monastery or a rural kindergarten rather than a progressive college of our day and age." The editorial went on to imply that many of the rules were impractical, were not enforced, and consequently should have been modified years before.

A limited concession in regulations came in November, 1906, when the faculty granted members of the senior class excuse from roll call. But this modification failed to appease the discontented and in December, 1906, another stirring article appeared in the *Chronicle* explaining how petitions of the students had been ignored; a committee composed of leaders in the various departments of student activities again directed the attention of the faculty to the existing conditions. In January, 1907, the faculty voted to have the counselors of the several classes meet with the student representatives and from this came the following modification of rules which the faculty approved on February 15, 1907:

1. The period between the afternoon and evening study hours be extended from 4:30 to 7:30 o'clock;
2. That it be stated that this period as well as the time on Saturday to the evening study hours might be used for interchange of visits between the sexes without special permission;<sup>3</sup>

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<sup>2</sup> All students were required to present a weekly report on their conduct to the faculty.

<sup>3</sup> It was indicated that the second article, concerning exchange of visits between the sexes, was already in harmony with existing conditions and that voting upon it was therefore superfluous.

3. That the system of reporting by the students be abolished.

Student opinion as expressed in issues of the *Chronicle* welcomed the above modifications. They particularly appreciated the abolition of the traditional practice of requiring each student to report upon his conduct twice a month as a victory for the personal honor and integrity of the individual. However, it seems that some students favored a more drastic modification, and President Kiekhoefer reported on the problem to the Board of Trustees. The president spoke of the disturbing influences of some colleges, such as Oberlin, which had cut loose from nearly all regulations, and how this action had affected the thinking of many students at North-Western. In order to preserve those traditional rules that were still considered indispensable to the government of a church-ruled college, the faculty, on October 28, 1907, approved seven rules that combined the new liberal provisions with the traditional prohibitions on tobacco, intoxicating drinks or leaving town without permission.

The first published proposal for a system of student government was presented in an editorial in the *College Chronicle* in April, 1911. The editorial conceived of a student court as a disciplinary body for controlling those individuals who violated the trust and self-responsibility imposed upon them by the faculty. It seems that such a disciplinary court had been successful at Beloit College and was recently organized at the University of Wisconsin. The writer in the *Chronicle* seemed a little dejected by the fact that a few college enrollees needed some kind of restraint or compulsion imposed upon them since the relinquishment of many of the old faculty controls necessitated some form of student government to fill the vacuum.

The growing influence of student opinion on school policy was noted when requests for a spring recess were published. A number of faculty members joined the students in this request and the first spring vacation under the semester plan was approved in February, 1915.

A point system for student participation in extra-curricular activities was adopted in 1912. Certain positions, such as president of the Y.M. or Y.W., or a position as editor or publisher of the *Chronicle* awarded ten points; other positions carried five or four points and others only one. A constitution for the student body was adopted in 1915.

A more lenient system of rules and disciplinary regulations had evolved by the close of this period. The transition from a system of paternal regulations to a more progressive concept of "new freedoms," individual honor and subsequent student government was not completed until the succeeding administration. While it seems



that a majority of students accepted the new responsibility which greater liberty entailed, a few abused the privileges and failed to profit from the advantages of the new system. The happy mean between moderate regulations and freedom was perhaps more nearly achieved with the passage of time and with the institution of student government after World War I.

## CHAPTER 27

### ORATORY AND STUDENT ACTIVITIES

The four regular literary societies, the Cliosophic, the Philologian, the Philorhetorian, and the Laconian, continued to function to the close of the period. After 1900 the societies no longer retained the prominent place they once enjoyed in college life. This resulted in part from the fact that so many new organizations and activities of interest to students had sprung up while specialization in departmental subjects tended to modify the pursuit of excellence in purely literary style and expression. The emergence of athletics with the scheduling of intramural contests and competition diverted some attention from literary interests.

After 1900, the two leading societies, Philo and Clio, succumbed to the prevailing interest in oratory and tended to become debating clubs. In 1902 there was initiated a series of exciting forensic battles between the two societies that extended over a nine-year period. As a physical token of victory the winning society each year was awarded a silk banner. As the years passed the contests attracted wider interest and the competitive desire to win increased. It was reported that not only students and townspeople, but even alumni awaited with eager anticipation the outcome of the annual debates. Subjects debated were generally current political or economic issues rather than broad philosophical questions of early years. In 1908 the question concerned the centralization of power in the federal government while later came a discussion of the proposed income tax legislation and amendment, and the last debate concerned the subject of whether or not Congress should establish a United States bank.

The final debate of the nine-year series was held in the college chapel on December 13, 1910. The competition was even more pronounced by the fact that Philo claimed four victories and Clio four. By unanimous decision of the judges the banner was awarded to the Philo Society. Debates were held between the societies the next few years, but the intense rivalry for the banner of victory was now over. The literary societies by this time were nearing the termination of their important contributions to the story of North-Western College.

The Laconian Society, a term borrowed from the inhabitants of Laconia, a district in Greece, was restricted to the preparatory department in 1905. In this way the organization became a training course for participation in the college societies. In 1907 member-

ship was considered too large for one group and with the consent of the faculty the Websterian Society was formed operating as a sister society of the Laconian, and serving students in the preparatory department. The motto of the Websterian Society was "To the stars through difficulties" and its objectives, similar to those of the other societies, embraced oratory, debate, and literary work, with a growing interest in current events and national political issues.

The inter-society debates constituted a reflection of the general interest around the campus and community in debate and forensics. The fifteen years that followed 1900 might be delineated as the period when oratory and debate reached their greatest popularity in the history of the college. While previous societies, such as the Western Debating Club, and the Star Debating Society, had created some interest in the art, after 1900 forensics permeated the life of the entire student body. The debates assumed the form of interclass contests, intercollegiate rivalries, academy debates and prohibition oratorical rallies.

The Oratorical Association of North-Western was organized in February, 1900, with its avowed purpose of stimulating an interest in the art at the college. Annual contests were sponsored and the members of all college classes at first were eligible to participate; later membership was limited to the three upper classes.

The annual interclass oratorical contests were held each spring and the occasion was looked forward to with eager anticipation by the students and people of Naperville. The contests began in the spring of 1900 and constituted a major activity for about a decade. In 1911, for example, the orators expounded on the following subjects: The New American Yorktown or the Triumph of Right, the Mission of America, the New Conservatism, Liberty's Plea, America's Future and Wendell Phillips, or Fidelity to Conviction. The subject and names of the winners of the annual interclass contests from 1900 to 1910 were:

May 8, 1900—"The Jew in the Nineteenth Century" .....	Mabel L. Givler
Feb. 28, 1901—"Our National Individuality" .....	Charles A. Smith
March 11, 1902—"Robert Emmet, a True Hero" .....	.....
.....	W. H. Kiekhoefer
March 2, 1903—"David Livingstone" .....	D. W. Stafford
March 22, 1904—"The Fall of the Bastille" .....	D. C. Ostroth
March 28, 1905—"The Crisis of the Constitution" .....	F. F. Herzog
March 30, 1906—"Gettysburg" .....	A. A. Franzke
April 5, 1907—"John Ruskin, a Prophet of Reform" .....	P. S. Mayer
March 20, 1908—"State and Statesman" .....	L. G. Weide
March 19, 1909—"The Policy of Bismark" ....	H. B. Schaeffer
March 19, 1910—"Savanarola the Martyr" .....	C. I. Roller

Intercollegiate oratory was stimulated in 1903 when the Northern Illinois Oratorical League was formed with Lombard, Wheaton, and North-Western colleges as charter members. The first contest of the league was held in Naperville that year. In 1907 came the organization of Triangular Debating League composed of North-Western, Illinois Wesleyan, and James Millikin. The name of the local chapter was the Oratorical and Debating Association of North-Western College.

The earliest reference to an intercollegiate debate was on March 5, 1900, when the juniors of North-Western were given permission to engage in a joint debate with the juniors of Wheaton College. The beginning of a three-year series of sophomore debates with Ripon College came in 1907, and in 1910 the first of a series of sophomore debates was held with Wheaton. The students of the Academy also entered competition with sub-collegiate classes from other colleges.

The subjects of the debates, unlike those of the oratorical contests, embraced current political, social or economic problems. The period from 1900 to 1915 was the era known as the progressive movement in American history with popular interest centered on such matters as government relationship to business, the banking structure, popular processes in government, income taxes, workmen's compensation laws and reforms in general. These national issues became the common subjects for the intercollegiate debates. The debators in 1908 discussed the direct election of United States senators as later embodied in the 17th amendment. The question in 1913 concerned the policy of establishing a minimum wage by state boards, while that of 1914 was the much debated issue of government ownership of railroads.

The local Prohibition League of the college initiated the practice of holding oratorical contests in the spring of 1910. The following year prizes were offered with the first place winner receiving \$15.00 and the second place winner receiving \$10.00. Interclass prohibition contests were also conducted for the college classes and the academy. The *Chronicle* expressed the spirit of one of these oratorical contests in 1911 as follows: "After a vocal solo by our esteemed vocal teacher, the orators began their raid on Liquid Hell." The local Prohibition League soon affiliated with the intercollegiate prohibition association and North-Western became quite a focal point in the prohibition movement when the intercollegiate convention was held on the campus in 1912. The growing interest in the reform was further noted in 1913 when Leigh D. Colvin, president of the National Association, addressed the local chapter.

The Heatherton prizes in oratory established by the Naperville lawyer and judge, John S. Goodwin, in the spring of 1906, en-



couraged students to achieve excellence in oratory and declamation. The prizes, named for the estate of the judge, were awarded to the best boy and girl orator in the spring of each year.

Oratory and debate served to keep students informed on many current national issues. Skill in these forms of expression necessitated some research and specialized knowledge on the contemporary problem involved. The increasing importance of the social sciences as college disciplines led to a more thorough understanding of basic national issues. The popularity of Theodore Roosevelt and the Progressive "Bull Moose" party in the campaign of 1912 was indicated when some 120 students and faculty members preferred "Teddy." The dedication of North-Western students to progressive principles seemed to be further vindicated when in the straw poll 79 voted for Chafin, the prohibition candidate for president, while 63 preferred Woodrow Wilson. Most astounding in this traditionally Republican college was the fact that only five supported Taft, the regular nominee of that party. The withdrawal of Theodore Roosevelt from the national political arena and the healing of the progressive breach found some 74 percent of the students supporting Hughes in 1916 in preference to Woodrow Wilson.

A chapter of Phi Alpha Tau, the national forensic fraternity, was installed on the campus in 1915. There were at the time nine chapters of the fraternity throughout the country.

Class banquets and receptions so common to the experiences of present students entered the school records around the turn of the century. In 1899, a banquet was given the senior class by the juniors, sophomores and freshmen. The banquet was held in the dining room of the college with music, readings, and orations for entertainment. About 1902 the seniors initiated the practice of giving a "cap and gown reception" for other classes of the college. The Y.W.C.A. began the first of a series of entertainments for the Y.M. on the afternoon of Thanksgiving Day in 1898, a reception held annually for five or six years. The senior class of 1899 held what was known as Senior Class Day beginning with a breakfast with the members robed in cap and gown and followed by a program in the chapel composed of music, prayer, orations, essays, and poetry. Then in the afternoon came a festival on the campus with music, an "Ivy Ode," a farewell address, and the singing of the class song.

The first Men's Glee Club was organized by Henry Augustine Smith in 1895.<sup>1</sup> This organization conducted the first recorded tour for a college musical group in the summer of 1895, visiting cities as far east as Niagara Falls. It conducted tours for a few years and on one

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<sup>1</sup> Henry Augustine Smith was a son of Henry Cowles Smith and grandson of A. A. Smith.

of these occasions performed for President William McKinley in his private railroad car. The president was reported to be highly pleased with their performance and wrote a letter of appreciation to the group.

This first glee club was not a continuous organization but in 1903 the group was reactivated with faculty approval. Extensive trips were again organized and in the summer of 1906 it made an extensive tour under the direction of Abraham Miller, professor in the School of Music. Shortly after commencement that year the club began a tour that extended from Minnesota in the west to New York state in the east. It was reported that they rendered a program every evening for nine consecutive weeks. In spite of the expense of traveling nearly 5,000 miles, the cost of printing 25,000 souvenir programs and the payment of many incidentals, the club had accumulated nearly \$700 in the treasury at the end of the tour. Miller left the college at the end of the school year in 1906 and later became famous for his song recitals in Los Angeles, California. The glee club received the special praise of the Trustees in 1911, and by 1913 and 1914 was again conducting extensive summer tours.

The first Ladies' Glee Club was organized in the spring of 1907 when they presented a concert in Naperville. The organization seems not to have been continuous and active every year, though reference is given to an entertainment by them in the spring of 1909.

By 1902 a college quartet had been organized and was given permission to make a tour between the winter and spring terms that year. The following spring the quartet gave a concert at Aurora, and at Scott's Hall in Naperville on Decoration Day. A college orchestra of only limited duration was organized in 1901 and was granted permission to play in Scott's Hall on Decoration Day, 1902.

The Y.M.C.A. and Y.W.C.A. organizations continued to be active in their promotion of religious work on the campus. Outstanding among the services rendered by the Y.M.C.A. was deputation work. From time to time the men's association received calls for students to assist in evangelistic services or special missionary meetings. In order to meet this need adequately and systematically, the Deputation Board was organized in November, 1905. The Board, a year later, announced that speakers could be supplied for preaching services, conventions, missionary meetings, evangelistic meetings, and young people's societies. The annual report for deputation work for the year 1906-07 showed the following accomplishments: calls answered, 118; places touched, 36; denominational service, 5; missionary addresses, 15; evangelistic services, 32; sermons, 60; miscellaneous, 47.

In April, 1909, the Y.M.C.A. claimed some 225 members, which was a record number in the history of the organization to that date.

Reports further indicated that some twenty men had experienced conversion as a result of the work of the association that year.

A report of the Y.W.C.A. for the year 1906-07 listed a membership of 82 ladies out of 100 enrolled at the institution. The ladies' association reported twenty conversions this year and a total of \$139.20 raised for the support of missions. Both the Y.W.C.A. and the Y.M.C.A. supported Mr. and Mrs. Paul Mayer, former students of the college, as missionaries to Japan. Some of the meetings conducted by the women for the year 1910-11 were designed to prepare the young ladies for their future role in society. At these meetings discussions were held on such subjects as the college girl as teacher, homemaker, business woman, and as a Christian worker. The Y.W.C.A. often joined the young men's association in sending out representatives for deputation work. A week of special religious services was promoted by the associations each year.

Both societies instituted a system of Bible study around 1900, and also conducted courses in mission study. These projects seem to have progressed favorably and by 1910 a total of ten courses were offered the men under student leadership with 147 enrolled. During the same year some sixty-two girls enrolled in their Bible study courses, meeting once a week in the evening from 6:15 to 7:00 o'clock in what was known as "the quiet hour."

In order to meet new students and extend the hand of Christian fellowship, the Ys arranged socials. The Y.M.C.A. held a "stag" social and a membership banquet during the year and the Y.W.C.A. sponsored socials at the beginning of each semester and a special Christmas party.

A very practical service continued by the Y.M.C.A. was the operation of its labor placement bureau. It acted as the chief placement agency for the college, introducing the student to prospective employers in the community; some of the jobs were on nearby farms shocking corn, digging potatoes, or sawing wood. It was estimated that some fifty students secured work through the bureau at the end of the school year in 1910.

A special group of students who volunteered for Christian service in foreign lands organized what was known as the Student Volunteer Band. Beginning about 1892, the group claimed a membership of twenty-one students by 1911. In 1910 five of the college volunteers were sent into the field for special Christian service; and by the same year twenty-two student volunteers had gone into missionary work during the decade.

At the time the college was removed from Plainfield to Naperville a congregation was organized using the college chapel for worship. This group was formed to meet a demand on the part of many



college students and faculty members for services in the English language. Accordingly the Illinois Conference designated this as a mission church, and it was called Second Church to distinguish it from the German congregation or Zion Church in the town. At the session of the Illinois Conference in 1909, Chapel Mission and Zion Church in Naperville were, upon their own request, united into one society which worshipped in "the old brick church." The society then proceeded to erect a church sufficient to accommodate both congregations and the students at a cost of approximately \$50,000. The society and students pledged nearly \$30,000 of this amount. The Board of Trustees, at its session in the fall of 1910, passed a resolution calling on all people throughout the college compact to support this worthy undertaking. The new church was constructed at a cost of \$53,000 and was dedicated as Naperville First Evangelical Church on February 25, 1912.

During the church division, the chapel congregation divided and many of the members united to organize Grace Church. Thus, from 1890 to 1910 there were three Naperville congregations of interest to the college population and to college historians. They included Grace Church, the English Mission or chapel congregation, and Zion Church. It was only natural that the Chapel Mission was made up chiefly of families of the college and Biblical Institute and of college students.

The Grace Church congregation, organized by the United Evangelicals, met for some nineteen years in what later became the Charles Field home on the corner of Loomis and Benton streets. Here the space was much too limited for the normal expansion of the fellowship, so in 1909 the Grace Church edifice was constructed on the corner of Ellsworth and Van Buren. As the feeling of bitterness aroused by the denominational division subsided, Grace Church and Naperville First Church contributed materially and spiritually to the progress of the college.

The forerunner of the more modern Artists Series was known as the Lecture Course. This course was considered as a very essential adjunct to the regular academic program. In addition to the educational advantages, the course was also designed to assist in financing worthy college projects. Most of the programs consisted of lectures, but an occasional musical concert was held. Some of the typical lectures early in the century included one on "Backbone" in 1903; "The Key to the Twentieth Century" in 1904; and "Acres of Diamonds" in 1905. Two of the most famous of the lecturers were Judge Ben Lindsey of Denver, Colorado, who appeared at the college on February 16, 1911, and Helen Keller on May 7, 1915.

Patriotic observances and memorial services were more commonly



observed earlier in the century than in later years. The death of President William McKinley by the bullet of an assassin at the Pan-American Exposition in Buffalo, New York, occasioned the faculty to hold a memorial service in the chapel. After the service, which was held on September 19, 1901, all classes were suspended for that day in memory of the martyred president. A centennial celebration commemorating the birth of Abraham Lincoln was held in the college chapel on February 12, 1909, with local members of the Grand Army of the Republic as guests. Following songs, readings, and prayers, President Kiekhoefer presented a eulogy on the life of President Abraham Lincoln and the patriotic observance closed with the singing of *America*.

The *College Chronicle* continued as the chief organ for student expression, student activities, and general college events. This period brought the real significance of student editorials and much greater freedom in the presentation of student opinion. The major emphasis was now directed to extra-curricular affairs with sections devoted to athletics, debates, alumni, and activities of the religious associations. Occasionally an entire number would be devoted to news of athletic competition, as an issue of May, 1913, which carried articles on basketball, football, baseball, track, and tennis. Originally a monthly publication it became semi-monthly in 1910.

The *Chronicle* served the purpose of a school annual as well as student newspaper and the volumes about 1906 began to carry the pictures of the faculty, graduates, and student organizations. The issue of June, 1908, gave a biographical sketch of each graduate with membership and honors won in extra-curricular activities.

Some interest had been manifest in the publication of a school annual for several years before it became a reality. One of the major delaying factors had been the problem of organizing and financing such a publication. As early as 1905, the Board of Control of the Athletic Association submitted to the faculty a plan for the publication of a college annual. The faculty did not consider the proposal feasible at this time, and it was not until 1910 that the annual, known as the *Spectrum*, finally became reality. Published by the senior class, the editor of the first volume was Albert D. Stauffacher with Lewis W. Feik as business manager. In addition to the above there were two literary editors, two art editors and two assistant business managers. The first *Spectrum* was dedicated to the memory of the first president of the college, Augustine A. Smith; following tribute to the first president came pictures of the college buildings, the faculty, names of the Board of Trustees and a brief historical sketch. Finally came class pictures with those for Academy, German Course and Music School included; recognition was also accorded stu-

dent societies and athletics. One must conclude that the first *Spectrum* was a very attractive student publication and the editors deserve a note of recognition for their success in the preparation of this annual.

The Alumni Association at its annual meeting on June 17, 1910, resolved that its executive committee and four additional persons arrange a suitable program for the observance of the semi-centennial of the college to be held the next year. Plans were perfected and the celebration extended over a three-day period from Wednesday, June 14, to Friday, June 16, 1911. The final day of the semi-centennial activities consisted of an open air meeting in the morning on the college campus with "stirring" music and three addresses on North-Western College: H. H. Rassweiler, former president, spoke on "Her Contribution to the Manhood and Womanhood of the World"; L. H. Seager commented on "Her Present Activities"; and Bishop S. C. Breyfogel spoke of "Her Future Needs and Possibilities." The afternoon festivities consisted of open house, class reunions, and athletic contests.

The years 1890-1916 might be termed the "golden age" of interest in oratory and inter-class debate competition at North-Western. The appeal of social, economic, and political issues was stimulated by the writings of the muckrakers, the reformist theories of the new economists like Thorstein Veblen, the influence of Progressive leaders like Robert M. LaFollette and the dynamic and colorful leadership of Presidents Theodore Roosevelt and Woodrow Wilson. Students responded to the national interest in reform, and frequently placed such progressive issues as woman suffrage, initiative, referendum and prohibition on the agenda of debates and oratorical contests. In this era debators studied issues as social scientists dedicated to a pragmatic application of these subjects for the betterment of society.

## CHAPTER 28

### FINANCIAL PROGRESS

Finances continued to be the most problematical, and in many respects the most distressing issue before the college. This was a situation that required courage, tact, faith, and especially patience on the part of the college administration. Authorities of lesser stature and faith would have succumbed to these baffling obstacles and the school would have been forced to terminate instruction because of financial insolvency.

The decade of the nineties following the panic of 1893 with its subsequent years of depression was a particularly dark period for college finances. Many of the pecuniary perplexities that had not been resolved in earlier years were now coming to a climax. By this time the college authorities were cognizant that if the institution were to continue in operation other more successful financial procedures must be discovered. The return of national prosperity after 1897 alleviated the situation temporarily. The formulation of new financial plans, greater support from the church, and a more realistic appraisal of the scholarship issue after 1900 improved the outlook.

One phase of the difficulty was that the sources of income did not keep pace with the growing needs of an expanding institution. The budget by 1900 carried expenditures for equipment, building facilities, and student activities unknown in the early days. The rise in prices coincidental with prosperity following 1900 further taxed the authorities in defraying their budget obligations.

In 1892 the faculty report to the Trustees epitomized with despondent overtones the dark financial picture: "Our greatest and most pressing need is the enlargement of our endowment fund . . . the institution should be so endowed as not to be a perpetual beggar on the verge of financial embarrassment." In addition, there was some feeling on the part of the faculty that the educational needs of the church were not receiving the same liberal support accorded the publishing interests or the missionary causes.

Up to this time the chief means of fund raising, apart from the sale of scholarships, had been the annual educational collections in the various conferences. It was the general opinion among faculty and trustees that the system of educational solicitations had not been successful. The faculty report of 1893, the year of the panic, observing the contemporary gifts of philanthropists to other educational institutions, lamented that "the legacies of the rich have not reached us. Often our hearts have beat with irrepressible anxiety

when reading or hearing of donations to other institutions, but there seems to be no kindred of Mr. Rockefeller or Senator Stanford among our patrons.<sup>1</sup> Will not the example of others prove a stimulus to our friends?"

A proposed method of action by the college administration in the early nineties included one that had been suggested in former times, namely, that every member of the Evangelical Association contribute ten cents for the support of the college. A more novel innovation was that individuals pledge a designated sum to be paid in cash installments over a ten-year period. George Johnson, who became the financial agent in 1896, listed four major difficulties in procuring funds for the college:

1. The financial stringency of the times.
2. Prejudice on the part of some members of the church against certain actions of college officials in the past.
3. Acquisitiveness approaching greed on the part of some individuals.
4. The competition within the denomination from other church activities or causes.

About 1898, educational collections in the conferences increased as Treasurer Johnson raised \$11,856 in subscriptions and cash that year, an amount far in excess of similar campaigns in the past. The general tone of the financial statements reflected a more optimistic note thereafter and the Board of Trustees in 1900 reported that "we are moving into a more hopeful and promising financial condition." However, the basic problem remained—that of securing a substantial increase in endowment. The educational collections in the various conferences for the college in 1902 are shown in the following table:

<i>Conference</i>	<i>Collections</i>	<i>Amount per member</i>
Erie .....	\$171.45	.04
Nebraska .....	84.80	.03
Kansas .....	147.00	.02 $\frac{1}{4}$
Ohio .....	253.28	.02 $\frac{3}{5}$
Michigan .....	157.76	.02
Iowa .....	202.54	.04
Indiana .....	178.85	.01 $\frac{2}{3}$
New York .....	109.02	.02 $\frac{3}{5}$
Illinois .....	357.08	.05
Canada .....	221.96	.03
Minnesota .....	240.51	.03 $\frac{1}{2}$
Wisconsin .....	504.08	.04
	<hr/> \$2,700.08	

<sup>1</sup> This marked the beginning of the gifts of John D. Rockefeller to the University of Chicago and the founding of Stanford University in California by Leland Stanford.



It will be remembered that a basic difficulty in college financing dating from the beginning of the institution was the issuance and sale of scholarships and that most of the institutional endowment funds received over the years came in the sale of these notes. Since the so-called endowment fund represented prepaid tuition, the financial records portrayed greater optimism than the facts warranted. Because so many scholarship-notes were ultimately available few students paid tuition except in commerce, art, and music. It was also discovered in 1902 that the \$95,000 endowment total that had been carried on the books for years was erroneous. A careful analysis of the funds disclosed that some \$11,000 of scholarship-notes were worthless and about \$1,000 doubtful. Also from the time of the removal to Naperville, building debts, investment losses, and special expenses, such as attorney fees at the time of the church division, had further reduced the endowment. A more careful audit of funds revealed that the endowment in 1902 was only slightly in excess of \$79,000 and of this amount over \$72,000 was from the sale of scholarships.

Despite the manifest fact that the scholarship-notes were an embarrassment to the whole financial structure, they continued to be sold during the nineties. They could be purchased on the installment plan covering a ten-year period, and former subscribers to the College Aid Association were even given scholarships for their donations. After 1900 the Trustees began to adopt a more realistic policy with regard to these notes and in 1902 acted to limit the \$100 scholarships to twenty years and the \$50 scholarships to ten years. The Board in 1903 resolved that "all scholarships issued hereafter be limited to the owner's own children." In 1905 the treasurer was instructed to solicit the surrender of as many of the outstanding scholarship-notes as possible.

Six years later the Trustees took final action prohibiting the further issuance of scholarship-notes. The Board requested the treasurer to obtain for cancellation as many of the outstanding notes as possible and the following year brought the termination of many of the original fifty-year scholarships issued when the college opened at Plainfield.

The most forward looking financial event of the Kiekhoefer administration, or perhaps in the history of the institution, was the adoption of the proposed Twentieth Century Endowment Fund by the General Conference of the church. The Board of Trustees in 1899 took favorable action on the plan which had originally been proposed by the editor of the *Evangelical Messenger*.

<sup>1899</sup> The proposed Twentieth Century Endowment program received the sanction of the General Conference at Berlin, Ontario, in the

fall of 1903. One Sunday of each year was set aside as "educational day" and through this observance, approved by the Board of Trustees at a special session in 1904, a sum of \$250,000 was to be raised by the various conferences affiliated with the college. These conferences were to pay annually 4% interest on the amount apportioned to them until the principal sum could be raised. It was stipulated that conference apportionments be credited with any legacies, annuities, or voluntary contributions from persons within their boundaries.

The president and the treasurer visited the conferences in the summer of 1904 and presented the educational project. After acceptance of the new plan, the endowment fund of the college began to increase. For a number of years the conferences contented themselves to pay interest on the principal pledged and to postpone the raising of the total apportionment. However, by 1915 the *Chronicle* exuberantly reported that nearly all the conferences had secured their pledges with good subscriptions; and the student publication went on to suggest that when the pledges had been fully redeemed then the munificence of the church could be directed to additional income and endowment.

Along with the increasing endowment and the growing income came the acceleration of services and activities. Unfortunately college expenses necessitated by the expanding facilities of a more modern institution began to surpass income after 1907. It was apparent by 1914 that additional endowment must be secured in order to maintain prestige as a liberal arts college.

F. W. Umbreit, who became college treasurer following the resignation of George Johnson in 1907, reported on the annual deficits faced by the college in the closing years of this period. As treasurer, in his report of 1912, he cited rising costs coincidental with the equipment for the new science hall and library, materials for the new heating plant, improvements on the grounds, and the minor necessities from year to year. Such everyday incidentals as stationery, printing, telephone service and fuel bore the brunt of rising costs so that by 1914 it appeared that either economies in operation must be practiced or new sources of revenue tapped.

In spite of the annual deficits arising from "growing pains" after 1907, there were more optimistic notes in the financial prospect. An increased income from fees and investments was apparent toward the close of this period; but even more encouraging was the rising evaluation of college properties. Income from fees and investments amounted to a figure only slightly in excess of \$16,000 in 1903; ten years later such income had risen to over \$33,000. In 1903, the value of the buildings and grounds was \$102,578.50, whereas by 1913 these estimates exceeded \$220,000. The productive endow-

ment fund as a result of the Twentieth Century project had likewise experienced phenomenal growth.

Beginning in 1910 the Board of Trustees decreed that, in view of the growing complexity of the financial operations of the college, a bookkeeper be employed at a salary not to exceed \$75.00 per month. The second action with modern connotations was the provision that the finance committee of the executive board approve all loans made by the treasurer, with a record of all such transactions kept in a book which was to be open for inspection of the executive committee at any time. The treasurer was directed to make a daily deposit of all funds and to keep a proper inventory of all departmental property.

For the first forty years of the college history, faculty salaries remained more or less stationary; however, before 1900 this was not such a serious problem because following the close of the Civil War the general price structure was stable or even showed some decline. The inflation and rising price index following 1900 was unfavorable to the financial interests of the faculty since the salary scale rose only slightly. As late as 1905 the professors were still receiving only \$1,000 per year and the president's salary was fixed at \$1,400.

Most of the reports of the presidents following 1905 directed the attention of the Trustees to the need for a rising salary schedule. In 1907 the president spoke of the demands upon faculty members for the support of special causes and the threat to their incomes from rising rents and general increase in costs. It seems that by 1910 housing in Naperville was becoming a serious problem for the faculty because of high rents and scarcity of houses. It must be concluded that from 1900 to 1915 the salary scale failed to match the general price increases of the American economy as a whole.

By 1915 a college more nearly resembling the institution of 1960 had emerged. Graduates of earlier days in returning to their Alma Mater must have been aware of this "new" institution. The greater freedom enjoyed by students, the spirited intramural and inter-collegiate athletic contests and the expanded social program were in marked contrast to the past. In addition to Old Main, for so many years the one college structure, returning graduates could now view the library, the science hall and the gymnasium. The campus itself presented a more stately view with trees, shrubbery, concrete walks and orderly landscaping. Photographs revealed that by the close of this period Old Main could truly be called a "Hall of Ivy."

**PART IV**

**Era of Expansion and Academic Recognition**

**1916-1946**





## CHAPTER 29

### GROWING FACULTY 1916-1946

Following the resignation of Lawrence H. Seager as president of the College, the Board of Trustees in session in May, 1916, appointed a committee of five members to select a president. The committee was to bear in mind the Trustees' preference for an executive with academic and scholastic attainments that would secure and preserve for the college a high rating by accrediting agencies and particularly by the University of Illinois.

The committee appointed by the Trustees met at the Congress Hotel in Chicago on May 24, 1916, to interview two leading educators as prospective candidates. After a careful analysis of the qualifications of the two candidates, Edward Everett Rall was extended a unanimous call to the presidency of the college.

Rall received his early education in the public schools of his native State of Iowa. His teaching career began early in life following graduation from Iowa State Teachers' College in 1895. There followed work at the University of Iowa where the Bachelor of Arts degree was awarded in 1900. The fall of that same year Rall entered the graduate school of Yale University where he pursued advanced study, receiving the Doctor of Philosophy degree in 1903. Following a year of additional study at Columbia University he served as professor of Education at the University of Texas and at the University of Tennessee, where at the time he received the call to the presidency of North-Western College he was head of the department of Education.

The new president entered upon his duties with an enthusiasm and ardor which inspired the optimistic faith of all concerned with the growth and future status of the institution. Rall sensed the necessity of economic stability as a corollary to academic advancement. He perceived the need for campus expansion to meet the demands on the college of the future. The new president was respected in academic circles and was particularly qualified to present the problems of the college before accrediting associations and the leaders of education. There was a possibility that the college might have lost recognition by the North Central Association without the inspired leadership of Rall in the early years of his administration. His Evangelical background, academic stature, wide circle of acquaintances and administrative effectiveness made Rall preeminently qual-

ified to lead North-Western College in a crucial but dynamic period in the history of higher education.<sup>1</sup>

The Rall administration was particularly significant in that it witnessed the growth and expansion of the institution into one of the nation's highly recognized liberal arts colleges. This growth was reflected in an expanding campus, additions to the physical plant, more extensive course offerings, and increased recognition from accreditation agencies.

The presidency of Rall from 1916 to 1946 spanned a series of crises in the history of the nation. Shortly after the inauguration of the fifth president the nation was engulfed in World War I. Following the dislocation of war and the brief boom period of the twenties the college faced the worst economic depression in our nation's history—an economic crisis that was to endure with decreasing severity throughout the decade of the thirties. Before the close of the Rall presidency came the tragedy of World War II with its adverse effect on higher education. The fact that the college was able to weather these national and international crises and to continue to maintain its academic standing attests to the administrative ability of President Rall and to the cooperation of the instructional staff and administration.

The first fourteen years of the Rall administration (1916-1930) witnessed the greatest expansion in the faculty to date. In fact, the decade of the twenties found some ninety-nine instructors joining the staff, the largest for any ten-year period in the history of the institution. The optimism occasioned by an expanding faculty was somewhat modified by the rapid turn-over in staff, as many served for only one or two years. The depression decade of the thirties brought less expansion and more stability with only twenty-nine new instructors employed.

The expanding faculty after World War I resulted in part from curricular additions but also was a consequence of the rising college enrollment. Opportunities in both teaching and industry were numerous, a factor contributing to the brief tenure of many instructors. The total number on the staff increased at a less spectacular rate than the faculty additions from year to year would indicate. The increase in faculty from twenty-eight in 1916 to forty-four by 1940 indicated a growth of about sixty-three per cent.

The same year that Rall assumed duties as president of the college two professors who were to influence the lives of countless students joined the staff. The first of these, Harold E. White, was elected

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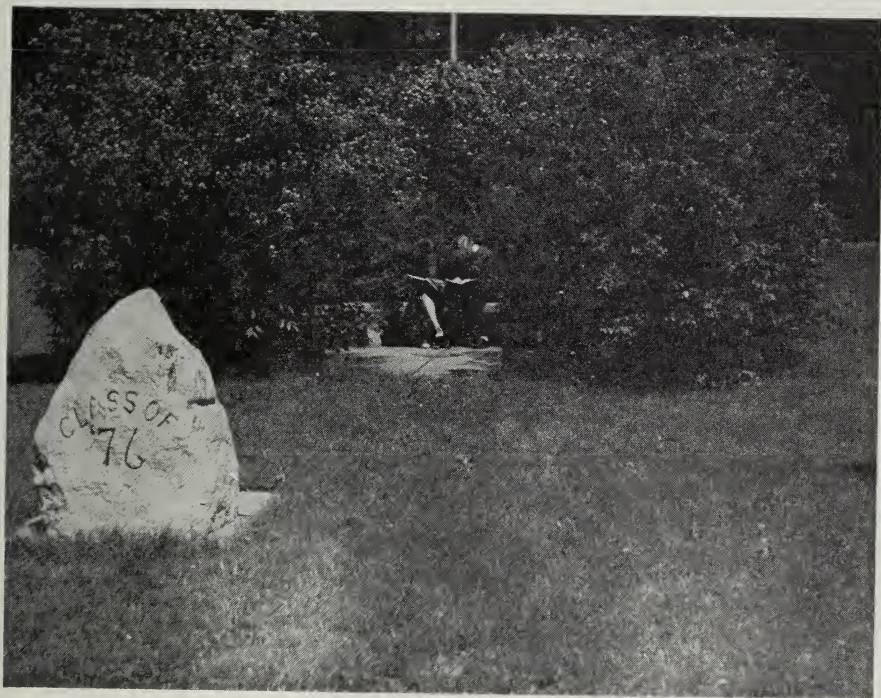
<sup>1</sup> Rall was formally inaugurated as president of the college on May 17, 1917, with the main address delivered by Samuel P. Capen of the U. S. Bureau of Education.





Old Main (looking east through Memorial Gate). Note Power Plant to extreme left. The Avenue of Elms lining the walk is the gift of the class of 1935.

Senior Circle and Memorial Boulder on main campus







North Central Faculty, 1959-1960

*Seated:* Irvin A. Koten, Carl J. Cardin, Registrar Charles C. Hower, Vice-President Harvey F. Siemsen, President C. Harve Geiger, Dean Clarence E. Erffmeyer, Business Manager Orren E. Norton, Warren N. Keck, Gordon Farndell, Clarence N. Roberts. *Second row:* Donald T. Jones, Marian H. Schap, Florence Koeder, Jane Eldon, Olga Grush, Admissions Counselor Floyd E. Thompson, Jacob O. Sackmann, Ned E. Gardner, Glenn E. Reddick, Delbert Meyer, Darrell E. Latham. *Third row:* Jack Street, Cleo Tanner, Anice Seybold, Carolyn Berry, Hannah Nyholm, Ella S. Dute, Librarian Ruth Kraemer, Ruby Erwin, Beverly F. Sieg, Dean of Women Mildred Eigenbrodt, May Barron, Catherine Kay, Dorothy Graves, Helen C. Watson, Lucille Schwarz, Paul Warren Allen, Klaas G. Kuiper. *Fourth row:* Richard G. Thurston, Wilbert E. Burger, Jesse Vail, Dean of Men Eggert W. Giere, Arthur R. Shoemaker, Van V. Alderman, William F. Donny, Russell O. Hanson, Lester C. Belding, Lester A. Beaurline, N. W. McGee, Richard N. Eastman, Delbert Earisman, Verne E. Dietrich.



Conference on Purpose (College and Seminary Library, 1958)



Office Personnel and House Mothers (Faculty Lounge, College and Seminary Library, 1959)

*Seated:* Ruth Rohde, *Business*; Helen Klatt, *Chaplain*; Mrs. Reuben Harding, *Kroehler South*; Carolyn Hall, *Centennial*; Mrs. E. E. Domm, *Kroehler North*; Jack Koten, *Alumni Executive Secretary*; Helen Norton, *President*. *Standing:* Mabel Jones, *Business*; Mrs. George Beyer, *Kaufman*; Florence Fowler, *Registrar*; Mrs. Ethel Dalton, *Seager*; Betty Phillips, *Admissions*; Carl Graeser, *Centennial Director*; Floyd E. Thompson, *Admissions Counselor*; George St. Angelo, *Chaplain*; Shirley Latham, *Alumni*; Beatrice Gates, *Vice-President*; Marjorie Wagner, *Business*; Ruth Roberts, *School of Music*; Nell Schar, *Registrar*; Betty Schloerb, *Dean*.





Student Council, 1956-1957. Professor Edward M. Schap, *advisor*.

Spectrum Staff, 1957-1958





Writers Club  
1957-1958

Dr. Richard M. Eastman, *seated*. Professor Lester Beaurline, *standing at left*.



Pi Kappa Delta, honorary forensics fraternity, 1957-1958.  
Dr. Glenn E. Reddick, *advisor*.

Board of Control  
NCC Debate Team  
1930-1931

*Seated:* Wilmert H. Wolf, Gwendolyn Arends, Professor Guy E. Oliver.  
*Standing:* Melvin Soltau, John F. Schaefer.





Pi Gamma Mu  
1951-1952

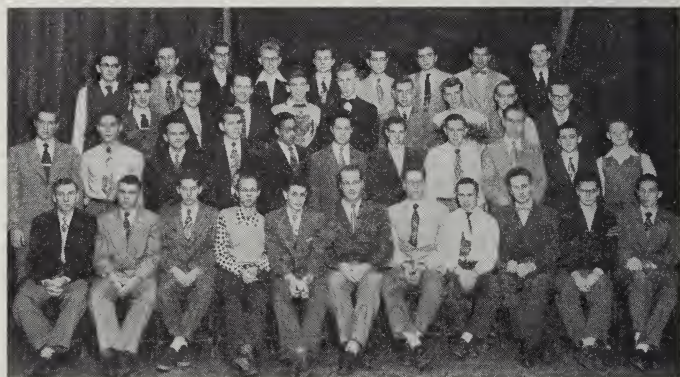
*Seated:* Dr. C. N. Roberts, Dr. N. W. McGee, Dr. Lowell Maechtle.

*Standing:* Dr. Walter Klass, Irvin Andersen, Richard Calhoun, Professor M. C. Bruhn, Charles Attig, James Kerr.



Seager  
Association  
1951-1952

(Founded in fall of  
1916)



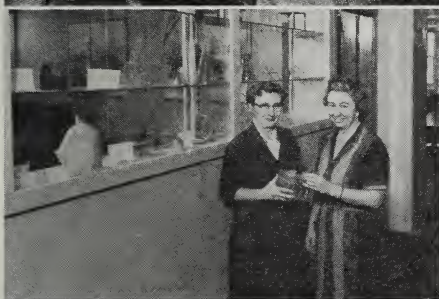
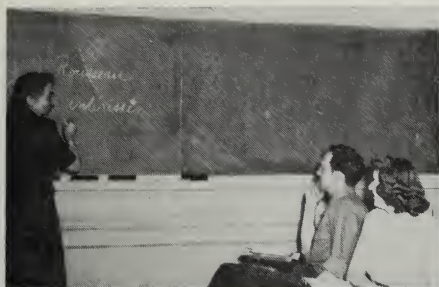
*Front row:* Wilmer Bloy, Donald Utzman, Wayne Koch, Dean Schmidt, Donald Bates, Charles Fleck, Richard Johns, Verlin Harr, Irvine Huber, Richard Voigt, Wilbur Silvernail. *Second row:* Bruce Berg, Cecil Findley, Andris Lamberts, Charles Lee, James Harper, Franklyn Hayes, Elwood Berkompas, Elmer Sundby, Carl Lemna, Glenn Kohlhepp, Truman Stehr. *Third row:* Glen Kitzenberger, James Thomas, John Engstrom, Robert Hahn, Thomas Ludwig, Wayne Frank, John Kalas, Harwin Voss, Byron Light. *Fourth row:* Donald Kliphardt, Edward Heyer, Lowell Bartel, Verlin Wandrey, LeRoy Mielke, Paul Cory, Thomas Swift, Neil Marquardt, Otto Flachsmann.

Book Store, 1948  
Bernice Smith, *manager*



Chemistry Laboratory  
1956-1957





French class. Annette Sicre, *professor*.

Religious Education Class, about 1949.

Senior Seminar in Commerce.  
Professor Arthur R. Shoemaker.

Dr. Milton Bischoff, *instructor*.  
Education Club, 1957-1958.  
Dr. Allen Schwarz, *advisor*.

Mathematical Models display.  
Dr. Anice Seybold and Catherine Kay.

Home Economics, 1957-1958.  
Ruby Erwin, *chairman*.

Drama at NCC, 1957-1958

Engineering Science.  
Carl J. Cardin, *professor*.





Alumni Hall foyer showing college seal which by tradition should not be stepped upon.



Alumni Hall of Science (*former Carnegie Library*)



Beta Beta Beta, honorary biological society, 1941-1942

*Left to right:* Caroline Domm, Kenneth Nolan, Thomas Grecu, Rosemary Russell, Sherwood Daily, Mildred Rebstock, Archer Gordon, Hazel Bulthouse, Glenn Eigenbrodt, Velma Parrott, Ruth Chatterton, Walter Anderson, Mary Stern, Alice Smith, Norma Kolthoff, Charlotte Goetz. Dr. Harold J. Eigenbrodt in background.





College and Seminary Library



Library Staff, 1959

*Seated:* Celia Natzke, Ruth Kraemer, Lois Fergus. *Standing:* Edna Eastwood, Irene Honda.



East Reading Room, College and Seminary Library





1959-1960 Concert Choir



Concert Band  
1959-1960



An early  
Marching Band

Woe Week—Tug of War



Homecoming Queen on  
parade—1954



Building the Homecoming  
Bonfire







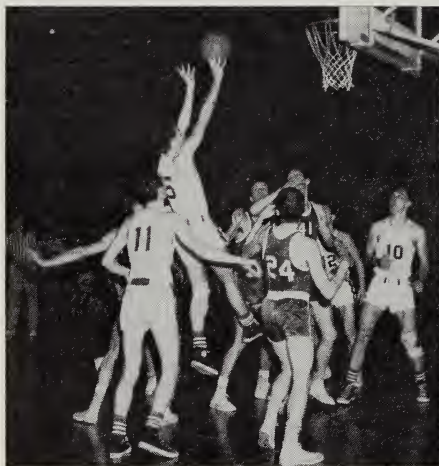
Merner Gymnasium and Field House



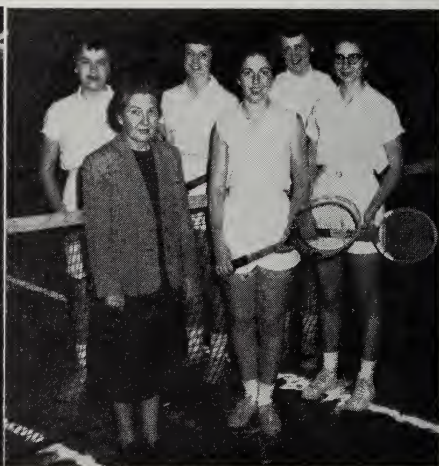
Championship Swimming  
Team—1955

Harold Henning,  
*coach;*  
Eggert Giere,  
*assistant*

Basketball for Men



Athletics for Women 1957-1958  
Cleo Tanner, *instructor*



Kroehler  
Guest House  
*(Home of Peter E.  
Kroehler)*



Kroehler Hall  
*South*



Kroehler Hall  
*North*



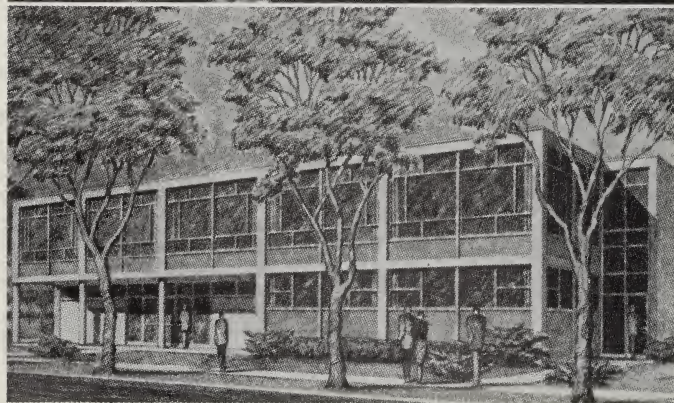




Seager Residence  
Hall



Geiger and Kauf-  
man Residence  
Halls



Student Union  
last addition to  
campus prior to  
Centennial

## Centennial National Cabinet



<b>C. Harve Geiger</b> <i>President</i> <i>North Central College</i>	<b>Hon. Win G. Knoch</b> <i>Judge</i> <i>U. S. Court of Appeals</i>	<b>General Robert E. Wood</b> <i>Past President &amp; Chairman</i> <i>Sears Roebuck &amp; Company</i>	<b>Hon. William G. Stratton</b> <i>Governor</i> <i>State of Illinois</i>	<b>Delmar L. Kroehler</b> <i>President</i> <i>Kroehler Mfg. Company</i>	<b>Harold R. Heininger</b> <i>Bishop</i> <i>E.U.B. Church</i>	<b>Edward Everett Rall</b> <i>President Emeritus</i> <i>North Central College</i>
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### North Central College Associates

*Front row—left to right:* Mrs. N. H. Stauffacher, Mrs. Clarence Folgate, Mrs. Harry Buss, Mrs. Anton Senty, E. E. Rall, C. Harve Geiger, Don Wadewitz, Walter Bornemeier, Paul Zimmerman, Edward Claus, John Grantman, Melvin Schneller, Joyce Lehman, B. C. Beckman. *Second row:* Harry Krug, Wilbur Witte, Warren Lebeck, Robert Emberson, Howard Piper, Mrs. P. A. Solomon, Mrs. Wilbur Witte, Harry Oberhelman, Arnold Otto, John Kuhn, Walter Muller, Charles Schwab, Mrs. LaVergne Bronk, Mrs. Sam Boehringer, Mrs. Myron Towsley, Mrs. George Wellner, Mrs. Robert Beckman, Joseph Stiller, Harvey Siemsen, Harvey Schultz. *Third row:* Rolland Mitchell, Carl Graeser, Carl Bruns, Wm. Hauerwas, Irwin Brandt, Russell Frank, Elmer Kelling, Clarence Hacklander, James McDonnald, Harold Erffmeyer, Albert Rieckman, Paul Boyer, Daniel Ruge, Sam Boehringer, Curtis Kauffman, Lee Augustine, Harold White, F. W. Dauterman, C. L. Allen, I. H. Einsel, Robert Beckman.



### Trustees of North Central College

*Front row—left to right:* Harold Nauman, President C. Harve Geiger, Bishop H. R. Heininger, Dr. Wilmert Wolf, Walter Rilling, Mrs. A. Raymond Seder, Torrey Kaatz, Garland Hubin. *Second row:* Rev. Newell Liesemer, Rev. LeRoy Roesti, Rev. Fred Faist, Rev. John Bouldin, Dr. Harvey Siemsen, Rev. W. Faulkner, Dr. Irwin Keeler, Paul Uebele, Dr. Harold Sell, Russell Frank, Rev. Earl Reichert, Rev. Milton Giese, Rev. E. M. Schendel, Rev. Wendell Freshley.





to fill the important chair of professor of English. The second, Guy Eugene Oliver, occupied the chair of the newly-created department of public speaking. Oliver came to the college with special interest and experience in the field of dramatics.<sup>2</sup> Oliver and White served the institution until retirement.

The year following the close of World War I witnessed the appointment of William H. Heinmiller as professor of Social Science. Heinmiller was known on the campus for his versatility and breadth of knowledge in the various Social Science disciplines. The same year C. C. Pinney came to North-Western as director of the School of Music and as professor of Piano, Organ and Theory. In addition, he directed most of the musical organizations of the college, organizing the Vesper Choir in 1919. Heinmiller and Pinney remained at the college until retirement.

The World War I period witnessed the death of two professors who had served the institution since its early history. Frederick W. Heidner, who served as professor of German for fifty years completed his career in the fall of 1917. On January 27, 1918, came the death of Levi M. Umbach who had served as professor of Natural Science for thirty years. The Alumni Association in June, 1918, gave special recognition to Umbach's influence as a teacher of science and the high recognition he had achieved in the scientific world. The Board of Trustees in paying tribute expressed the sentiment that "Professor Umbach would continue to live indefinitely in the knowledge of other scientists, and in the minds and hearts of a host of gratified alumni."

During the first six years of his presidency Rall continued to teach the basic courses in the field of education. In 1922 the president recommended to the Trustees the appointment of a full-time professor of education. The necessity for such a position had become imperative by this date because of growing professional requirements for teachers and the fact that the president was so burdened with administrative duties that he was unable to give proper direction to the courses in this field. To fill this position the Board of Trustees selected Clarence E. Erffmeyer as professor of Education in 1922, and from this date the president was able to devote full time to the administrative duties of the office.<sup>3</sup>

Professors who joined the staff during the twenties and who served the institution for a number of years included Annette Sicre in the

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<sup>2</sup> The modern period of interest and perfection in dramatics came with the work of Oliver at North-Western after 1916. He organized the Golden Triangle players which were presenting novel and successful productions by the early 1930's.

<sup>3</sup> It is of interest that for over sixty years the president was expected to teach courses as well as administer the affairs of the college.



field of Romance Languages, Alice Meier in the department of German, Elizabeth Wiley in English, Harold J. Eigenbrodt in Zoology, James P. Kerr in Commerce, Florence Quilling in Home Economics, Cleo Tanner in Physical Education and Helen C. Watson in the School of Music. Four professors who served the college for many years joined the faculty in the thirties. These were Carl J. Cardin, Engineering Science (1933); Charles C. Hower, Classics and Registrar (1936); Mrs. Carolyn Berry, English (1936); Irvin A. Koten, Chemistry (1939).

The Board of Trustees, in April, 1941, voted to confer special recognition at commencement that year for the twenty-five years of service given by Rall as president of North Central College. The Board likewise voted to offer special recognition to faculty and administrative personnel who had served the college for twenty-five years or more. The members of the staff so recognized at this commencement included Thomas Finkbeiner, acting dean, registrar, and professor of German, thirty-eight years; Edward N. Himmel, assistant professor of Botany and Education, thirty-two years; Oscar I. Eby, assistant treasurer, thirty years; Chester J. Attig, professor of History, thirty years; Edward E. Domm, professor of Bible and Religious Education, twenty-nine years; Clara K. Bleck, dean of women and professor of French, twenty-seven years; Harold E. White, professor of English, twenty-five years; Guy Eugene Oliver, professor of Speech, twenty-five years.

## CHAPTER 30

### EXPANSION BEYOND MAIN CAMPUS

The Rall administration (1916-1946) was particularly noted for the expansion beyond the main campus. A point of interest is that as late as 1916 there were no dormitories for students. By 1916 the most imperative need was a dormitory for women. The Alumni Association as early as 1911 appointed a committee to procure the funds for the construction of such a unit and small donations were procured from year to year but by the time of World War I these were not sufficient to begin erection of the desired structure.

Rall in 1917 suggested that the proposed dormitory include other needed facilities such as a dining hall and a gymnasium; at the same time the president cited the need for a new structure that would serve as a combined auditorium and music building. A second form of expansion now deemed imperative by the new president was the acquisition of additional campus space. However, the coming of the First World War temporarily postponed all campus building and expansion projects.

The close of the war brought increasing construction costs which together with inadequate funds again delayed action on building projects. By 1921 when the housing problem had become critical the college purchased and leased a number of cottages which furnished temporary quarters for women. It was apparent also by 1921 that something must be done to alleviate the shortage of men's housing. It was decided to construct a temporary frame dormitory on the main campus behind Nichols Gymnasium. This structure, built chiefly with faculty and student labor, furnished living space for approximately thirty-eight men and brought into the college treasury an annual rental of approximately \$1900.

In May, 1921, the college authorities received a communication from Mr. and Mrs. Theodore Smith offering to sell their spacious home on Chicago Avenue for use as a women's dormitory. In consideration of naming the dormitory "Bolton Hall" in honor of the father of Mrs. Smith, the family offered to donate to the college the sum of \$5,000. The president reported that the site comprised over an acre of ground and had the added convenience of being only two blocks from the main campus. The transaction was successful and the college acquired its first dormitory for women.

After the college secured the Bolton property the residence was rebuilt and enlarged with rooms for forty-eight students and boarding facilities for seventy-two women. The Trustees in 1922 commended

the administration for the efficient manner in which it had equipped and furnished Bolton Hall as a dormitory. The 1923-24 catalog spoke of the dormitory as "commodious, with wide verandas, spacious dining, library and reception rooms." The site of the new dormitory, located two blocks south of the main campus, became known as the women's campus.

The year following the acquisition of Bolton Hall, the residence known as Johnson Hall came into possession of the college. This dormitory was purchased in 1922 from John H. Johnson, who donated \$5,000 on the purchase price of the property. The structure was converted into a women's dormitory furnishing rooms for twenty-four students; it included an acre of ground and was located east of the Bolton property.

Most significant of the real estate purchases of the twenties was the acquisition of the Goodwin Estate (known as Heatherton) in 1923. This beautiful site, comprising forty-one acres and including the former residence of Judge John S. Goodwin, was located three blocks south of the main campus and provided space for athletic fields, gymnasium and other college structures.

In November, 1922, Rall and P. E. Kroehler, president of Kroehler Manufacturing Company, discussed jointly the project of purchasing the Goodwin property for the college. An arrangement was reached whereby the Kroehler Manufacturing Company would contribute one-half the purchase price of the estate on the following conditions: (1) payments be made in three equal annual installments beginning in 1923; (2) the college secure in pledges or cash the other half of the cost; (3) the college dispose of its present athletic field to the Kroehler Manufacturing Company to be donated to the high school or the city. The agreement was concluded and the necessary funds were secured for the purchase of the campus addition for the sum of \$33,500. The Goodwin Estate acquisition became known as Fort Hill Campus.

The football field on Fort Hill Campus was completed and utilized for athletic competition for the first time in October, 1925. The quarter-mile cinder track was finished and ready for use during the spring of 1926. The athletic field north of the Burlington tracks that had served the college for a number of years was returned to the City of Naperville for use as a park. In the summer of 1925 one of the farm buildings on Fort Hill Campus was completely rebuilt and furnished and was used for a time as an infirmary.

As the housing problem for women had been temporarily relieved by the purchase of Bolton and Johnson Halls, it was decided in 1924 to proceed with the erection of a chapel.<sup>1</sup> In April, 1924, Rall re-

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<sup>1</sup> It was obvious as early as 1900 that the college had outgrown its chapel facilities.

ceived two pledges each for \$25,000 to be applied toward the erection of the new building; one of the pledges was from G. A. Pfeiffer and the other from Mr. and Mrs. Henry Pfeiffer.<sup>2</sup> A special campaign for an additional \$50,000 to provide sufficient funds to construct the new chapel was conducted in Naperville in November, 1924. The city, the college and the seminary cooperated in a spirit of fellowship and a total of \$53,496.50 was pledged. Following the successful campaign, the Board in special session on December 17, 1924, authorized the letting of contracts for the new structure.

At the meeting of the Trustees in May, 1925, Rall was able to report another generous gift from Annie Merner Pfeiffer (Mrs. Henry Pfeiffer) in the amount of \$25,000 for a pipe organ for the new chapel. It was donated in honor of Mrs. Pfeiffer's parents, Mr. and Mrs. John Merner; therefore, it was most appropriate that the executive committee decided to name the new building "The Barbara Pfeiffer Memorial Hall" in honor of the mother of the donor.<sup>3</sup>

The outstanding event at the college in 1926 was the completion, furnishing, dedication and occupation of The Barbara Pfeiffer Memorial Hall. The dedicatory service, with Bishop S. P. Spreng officiating, was held in the afternoon of April 15 with an address by Ozora Davis of the Chicago Theological Seminary and a eulogy on the life of Barbara Pfeiffer by her son, G. A. Pfeiffer. The Merner Memorial Organ was dedicated in the evening with Edwin Arthur Kraft of Trinity Cathedral, Cleveland, Ohio, giving the dedicatory recital. Mrs. Annie Merner Pfeiffer of New York City was present for this impressive ceremony. In addition to the spacious and elaborate auditorium, the new structure became the home of the School of Music.

On Friday, April 16, the faculty and students assembled for the last chapel service in Smith Hall and after the reading of the Scripture, the singing of a hymn and a prayer, President Rall took the Bible from the pulpit and led a procession of faculty and students to the new Barbara Pfeiffer Memorial Hall with the group singing "Lead On, O King Eternal." As the faculty and students departed one could hear the strains of the organ playing in the old chapel and when the procession approached the new auditorium the same song greeted them from the Merner Memorial Organ.

Before the close of the decade another significant addition came with the erection of Kaufman Hall, a dormitory for forty-three women and facilities for serving meals to 150 students. This structure,

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<sup>2</sup> It has been noted that Henry Pfeiffer was a student in the Commercial Department of the college in the years 1875-77.

<sup>3</sup> Rall as a boy was a member of the Sunday School class taught by Mrs. Barbara Pfeiffer in Zion Evangelical Church, Cedar Falls, Iowa.



dedicated and occupied for the first time with the opening of college in September, 1928, was made possible by a gift of \$50,000 from Mr. and Mrs. Jacob Kaufman of Kitchener, Ontario, and the remaining cost was defrayed by the Henry Pfeiffers.

A gift of \$20,000 was made in February, 1929, for the purchase, alteration and furnishing of what was known as the Johnston property on South Brainard Street, three blocks south of main campus. The property appropriately was named "The Edward Everett Rall House" as the donor was Charles R. Rall, brother of the president. The house subsequently became the home of future presidents of the college.

Albert Goldspohn, one of the most famous of North Central graduates who became internationally known for his contributions to the science of medicine, served as a member of the Board of Trustees over a period of forty years. In addition to his many gifts, including the funds for Science Hall, upon his death, September 1, 1929, Goldspohn left a bequest estimated at approximately \$200,000 to become a part of the permanent endowment fund of the college.

At a special meeting of the Board of Trustees on January 21, 1930, resolutions were passed providing for the placing of a plaque to the memory of Goldspohn in Science Hall. The plaque was unveiled at a chapel service on May 21, 1930.

The destruction of Nichols Gymnasium by fire on the morning of February 23, 1929, brought three problems to the attention of the executive committee of the Board of Trustees. The first was that of providing temporary quarters for the physical education program. This was solved by the cooperation of the Naperville Y.M.C.A. in allowing the college to use its gymnasium for classes. A second problem was the forced abandonment of the men's dormitory. As this structure was temporary and its water facilities located in the gymnasium, it was razed and its contents sold at auction. To perpetuate the name it was ultimately suggested that a room in a new building be designated in honor of J. L. Nichols.

The problem of replacing Nichols Gymnasium with equipment essential to the physical education program of the college seemed insurmountable. Before the college community had fully recovered from the loss, Rall received a letter from Annie M. Pfeiffer, G. A. Pfeiffer, and Henry Pfeiffer offering to contribute the sum of \$150,000 toward the cost of a new gymnasium, provided a similar amount could be procured by college authorities in a financial campaign by October, 1930.

The Board of Trustees in 1929 accepted the generous offer of the Pfeiffer family and recommended that the cost of the new gymnasium be approximately \$300,000. The Board likewise recommended that

a building committee manage the campaign for funds which in addition to the Pfeiffer gift would be in the amount of \$160,000. The campaign for funds was hampered somewhat by the stock market crash in October, 1929, and the following depression. Nevertheless, ground was broken for the building with appropriate ceremonies on March 1, 1930, and the cornerstone was laid on College Day, May 17, of the same year. This was the third occasion in the history of the college that a cornerstone festivity was held on this date. The new gymnasium located on the Fort Hill Campus was completed on December 1, 1930, and was designated as one of the most elaborate of such structures in the state.<sup>4</sup>

During the depression years there was a renewal of sentiment for a men's dormitory and in 1938 President Rall himself directed the attention of the Trustees to the threatened shortage of housing for men. The fact that a dormitory was a self-liquidating investment, unlike an instructional building, was an added incentive for such a project, particularly during the difficult years of the thirties.

The Alumni Association in June, 1940, launched a campaign to procure funds for a men's dormitory. The project won the approval of the Trustees that year and plans were drawn for the first unit at an estimated cost of \$100,000. The campaign had scarcely begun when the international picture darkened, and in 1941 the Trustees decreed that the plans be temporarily postponed. The coming of World War II with the consequent reduction in enrollment and limitation on civilian construction made the building of such a unit impossible.

The close of the war in 1945 disclosed such an acute housing shortage for women that the men's dormitory project was postponed for almost a decade. Among the plans for expanding dormitory facilities for women was that of extending Kaufman Hall northward to provide additional accommodations. Meanwhile through gifts from the Kroehler Manufacturing Company in 1944 and 1945, sufficient funds were assured to purchase the Peter Kroehler mansion and grounds located two blocks east of the main campus. The purchase was authorized by a mail vote of the executive committee and the college obtained possession of this valuable property on November 1, 1945.

The executive committee of the Trustees in October, 1945, decreed that tentative sketches and plans be drawn for dormitories to house a population of about 300 women to be coordinated with the

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<sup>4</sup> It would probably cost one million dollars to duplicate the structure in 1960. President Rall wrote of the strategic role served by physical education in the training of liberal arts graduates and reported that forty-four alumni of the college were serving as coaches or physical directors in schools of the nation.

present Kroehler properties—such dormitory to include dining and heating facilities. These plans were not consummated until the succeeding administration.

Following the removal of the chapel from the main building to Pfeiffer Hall the old auditorium was completely renovated and used for special programs and dramatic presentations. On February 7, 1935, this historic auditorium was dedicated and named in honor of Henry Cowles Smith, emeritus professor of Latin. Smith, who was 95 years of age, attended the service of dedication.

A very significant event that transpired during the Rall administration was the changing of the name of the college. As early as 1895 the president of Northwestern University at Evanston wrote to the college authorities at Naperville suggesting that the name of the institution be changed because of the resulting confusion arising from the identical names of the institutions. At this time the Trustees rejected the proposal because they felt the college had been known by its name for so many years that any change could only mean confusion.

Kiekhoefer in 1903 had recommended a change in the name of the college citing the obvious fact that the college was no longer in the northwestern area of the nation. He indicated that a name more in harmony with the actual geographic location of the school would be more appropriate, such as "North Central" or "Central Union College."

There seems to have been little interest in the question until after 1920. The *College Chronicle* in 1923 sought the expression of the Alumni Association and discovered almost unanimous sentiment for a new name for their institution. However, when it came to the selection of a substitute for North-Western there was a wide variety of opinions. In fact, a committee of the Trustees in 1924 recommended that the name be changed to "Naperville College." The president and secretary of the Board were instructed to proceed with the necessary measures for amending the charter.

The above action was never carried out because of opposition from Alumni, student body and faculty. A poll of these groups indicated a strong majority in favor of the name "North Central." The Board of Trustees, cognizant of the actions of the college community, rescinded its former action and in 1926 selected the present name for the college.

## CHAPTER 31

### RECOGNITION AND CURRICULAR MODERNIZATION

A major issue confronting President Rall during the early years of his administration was the struggle to maintain accreditation and to improve the academic standing of the college. The recognition won recently by the institution was threatened as the president reported in May, 1917, that at the last meeting of the North Central Association of Colleges and Secondary Schools, North-Western had been slated for elimination from the approved list of colleges. The executive official of the organization gave Rall a hearing following which it was agreed to retain North-Western on the approved list subject to the warning that its productive endowment be raised above the minimum of \$200,000. Fortunately for the future of the college the endowment was raised above the minimum requirement and accreditation was retained. Both the University of Wisconsin and the University of Minnesota accorded a high academic rating to the college in 1919; in addition, North-Western won an "A" rating from the University of Illinois after a thorough investigation by officials of this institution.

The North Central Association of Colleges and Secondary Schools, about 1922, raised its minimum requirements for endowment for colleges from \$200,000 to \$500,000, giving the colleges until 1927 or 1928 to meet the higher figure. As a result of special financial campaigns the new requirements were attained and North Central accreditation for the college was again retained.<sup>1</sup>

In 1923 the institution was placed on the list of approved colleges by the Association of American Universities. The criteria prescribed for accreditation by this Association were based largely on academic record and evidence of scholarship on the part of the faculty and the record of its graduates in advanced professional study.

North Central won a new distinction in 1931, namely, that of recognition by the American Association of University Women. Criteria for recognition by this body included high academic standards, the proper recognition of women as members of the Board of Trustees, the faculty, and the student body.

Curricular developments during the early period of the Rall administration were influenced by events growing out of American partici-

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<sup>1</sup> This was the period when the North Central Association established minimum standards for accreditation.



pation in World War I. Shortly after the entrance of the United States into this "crusade for democracy" the college authorities applied for a Student Army Training Corps unit. The college petition was approved and a unit of the S.A.T.C. was installed on the campus. Provisions were made for housing 150 men by finishing the ground floors of Science Hall and the Library, and by a lease from the Y.M.C.A. of Naperville. A mess hall was maintained in the basement of the main building for boarding the trainees.

The S.A.T.C. unit was formally instituted at North-Western College with appropriate ceremonies on October 2, 1918. The War Department detailed First Lieutenant E. A. Jarman as commanding officer with Lieutenant Edward N. Himmel of the college staff serving as assistant. One hundred thirty-three men were inducted into the corps as soldier-students in the U. S. Army with clothing, equipment, subsistence and tuition provided by the government.

The courses of instruction offered the trainees involved studies that were not taught at the college in time of peace. These included courses in War Aims, Military Law, Military Sanitation, and courses in Surveying and Map-making. The duration of the program at North-Western and at most colleges was abruptly terminated when the war suddenly came to a close with the signing of the Armistice on November 11, 1918. On the following December 20, the term of the courses of instruction ended and the trainees were discharged from the service.

Immediately following the discontinuance of the S.A.T.C. the college applied for the establishment of a Reserve Officers Training Corps. The Board of Trustees in session in 1917 and 1918 had authorized the president to make such application. The unit was authorized by the government and R.O.T.C. became an integral part of the educational program. The basic study in Military Science was required of all freshmen and sophomore men while an advanced course was offered to juniors and seniors with an interest in obtaining a commission or extended military training. The catalog stated specifically that no military discipline would be exercised over the enrollees except during two periods of drill and one of classroom work required each week.

It might have appeared in 1919 that the R.O.T.C. program was a permanent adjunct to training at North-Western College. In the climate of the immediate post-war period the training seemed to command the support of the college officials and the Board of Trustees. However, by 1923 as the nation drifted into the disillusionment of the post-war period this favorable sentiment seemed to have passed and those defending the military program were on the defensive. Apparently some of the opposition came from elements in the church

opposed to any form of militarism, while perhaps to others the world had been made "safe for democracy." Under the growing pressure of opposition the executive committee of the Trustees in 1924 voted to discontinue the R.O.T.C. program. This action was approved by the Board of Trustees and the work in Military Science was concluded in June, 1925.

The college actively cooperated in the civilian defense program of the nation during World War I. Special classes of instruction in First Aid were established in cooperation with the Chicago Chapter of the American Red Cross. A class in Telegraphy was organized to prepare students for the Signal Corps of the U. S. Army and taught by the local Western Union operator. These students were also given a special laboratory and lecture course in electricity by the professor of Physics. The Home Economics department in cooperation with the War Food Administration offered young ladies lectures and demonstrations in food conservation, dietetics and home nursing. The faculty and students subscribed liberally to the YMCA War Fund and to the Liberty Loan and War Savings drives.

An organization called the "North-Western Dames" was established in October, 1916, as a consequence of the desire of faculty wives and women on the staff to pursue literary and social objectives. The practice of monthly meetings was established from the beginning with the sessions in faculty homes in the early years. During World War I the Dames became an active service organization assisting in the national war effort.

The feeling against instruction in German so prevalent throughout the nation during the course of World War I was noted in Rall's communications with the Board of Trustees in 1918. The president, unmoved by the war hysteria, recommended that work in the German language and literature be retained.<sup>2</sup> There was a reduction in enrollment occasioned in part by the emotions of the war and in part by the fact that fewer high schools offered work in German. The courses known as "pure German" were eliminated at this time.

It has been noted that courses in German and French were offered from almost the beginning of the college. Instruction in Spanish at most colleges came much later. In fact, it was 1919 before the first instruction in Spanish was initiated at North-Western with the selection of Corina Rodriguez, a graduate of Costa Rica Normal School, as the first teacher in this field.<sup>3</sup>

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<sup>2</sup> The misdirected patriotism of the World War I period resulted in a decline in secondary school enrollment in German from a peak of 284,000 in 1915 to a mere 14,000 studying the language in 1922. The language never recovered its pre-war status or popularity as a high school subject.

<sup>3</sup> Spanish profited as a language study in colleges because of the unpopularity of German after World War I.

A number of curricular revisions and innovations were instituted in 1916. A revision was made in the courses leading to the B.A. and the B.S. degrees, and a full four-year course was prepared for the degree of Bachelor of Science in Home Economics. In addition there was outlined a pre-medical course covering two or three years, and a pre-law course of the same length. The study of Physics was introduced into the curriculum in 1917, when C. C. Van Voorhis assumed duties as the first professor in this field at North-Western. After a few months of service he was succeeded by Thomas J. McCarter of the University of Texas and of the staff of the U. S. Bureau of Standards, Washington, D. C. McCarter, like his predecessor, remained for only a short time and was succeeded by Rogers D. Rusk, who served the college as professor of Physics for about a decade. Rusk published a number of works in the field and was later to serve on the staff of Mount Holyoke College.<sup>4</sup>

A new course was instituted in the fall of 1920, designed for the training of Christian workers as church secretaries, missionaries, and directors of religious education. The course covered four years of study leading to the B.A. degree and included work in Bible, religious education, psychology and education.

The work in music was revised in 1916 with the entrance requirements equivalent to those of the college proper. The School of Music recorded a remarkable growth in registration of students, increasing from 98 in 1917 to 221 by 1922. This expanding enrollment was stimulated by an action of the faculty in the fall of 1922 allowing a maximum of 24 semester hours in music as credit for the Bachelor of Arts degree. About 1926 courses in the School of Music were revised and extended in order to make it possible to receive the Bachelor of Music degree corresponding to the regular four-year course. A study leading to the degree of Bachelor of Music Education was established in 1930. The integration of the work in music into the regular degree program of the college was responsible for the rising enrollment in this school.

In view of the growth of commerce courses in the high schools and the consequent decrease in enrollment in this school, a committee of the Trustees in 1922 recommended that the School of Commerce as a separate department of the college be discontinued. The committee further recommended that provision be made in the Academy for teaching the fundamental subjects in commerce. The Board of Trustees in 1924 recommended the establishment of a new department of Business and Commerce to offer work as an integral part

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<sup>4</sup> The book *Atoms, Men and Stars* was written by Rusk in 1937 and was published on the occasion of the Centennial Celebration of Mount Holyoke College.

of the college. The new collegiate course was established in 1925 and embraced four years of training with requirements in economics, sociology, history, science and mathematics. Graduates of the department with a major in Commerce were awarded the Bachelor of Science degree.

Several new courses were added to the curriculum in the spring of 1926. Courses in Genetics and Eugenics were offered in Zoology, Child Care in Home Economics, Methods of Teaching in Elementary Education, and the study of Physical Chemistry. The faculty organized and offered for the first time in 1930-31 a four-year course in Physical Education leading to a degree of Bachelor of Science in this field. The course was organized to train physical education directors and coaches, both men and women, for elementary as well as high school teaching. The curriculum in Physical Education included courses in fundamental sciences, education and in special methods of coaching. Each student was likewise required to major in some academic subject so that graduates would be eligible to teach in a specialized field in addition to coaching.

A program of supervised teaching in cooperation with a number of high schools in the North Central area was adopted in 1929. In 1931 a report of this work prepared by C. E. Erffmeyer indicated that some seventy-four students had taken supervised teaching that year.

A plan developed in the late twenties became known as the "Arts-Professional" curricula. Under this program students could substitute the first year of a professional course in theology, medicine, dentistry, or law for the senior year in college, thus securing the B.A. degree from the college with their class. Such students were required to complete two full years' residence work at North Central prior to the senior year.

The departments of Greek and Latin, which in the early history of the institution had been the central core of the college curriculum, had now declined in student enrollment.<sup>5</sup> In 1926 these two departments were combined into a department of Classics.

At the annual meeting of the Board of Trustees in the spring of 1933 action was taken in favor of the establishment of a pre-engineering course. The courses offered in the department were formulated and in the fall of 1933 Carl J. Cardin was selected as instructor in Engineering Science. A number of subjects were offered including Mechanical Drawing, Descriptive Geometry, and Mechanics; students majoring in Engineering Science were required to enroll in such basic subjects as mathematics, chemistry and physics.

In 1936 came a number of modifications in degree requirements.

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<sup>5</sup> This trend was perhaps typical of that in most colleges and universities, particularly in the Middle West.



The six semester hour requirement in the social sciences for all degrees was adopted about this time and endured for over twenty years. Another far-reaching modification was the provision to allow additional science or mathematics to be substituted for foreign language as a requirement for the Bachelor of Science degree in Commerce, Physical Education and Home Economics.

The faculty in 1939 reorganized the work in the departments of History, Commerce and Social Science. Hereafter the courses were organized into the departments of Economics and Commerce, History and Political Science, and Sociology. It was now possible to major in either economics, political science or sociology, whereas previously a student could major only in history or social science.

The Evangelical Theological Seminary, in compliance with standards set by the American Association of Theological Schools, initiated the practice of requiring a four-year college course for admission to that institution. In harmony with this action beginning with the year 1940, the faculty abolished the combined College-Seminary course which permitted students to secure the Bachelor of Arts degree on the basis of three years in college and one in seminary.

The year 1931-32 witnessed the adoption of a plan of independent study by the faculty. Its purpose was to inspire high standards of achievement and give superior students opportunity to proceed more rapidly and with greater freedom than was possible in regular class work. The procedure in independent study consisted of reading and research in a specific field of inquiry under the careful supervision of the instructor.

In order to promote higher standards of academic achievement, the faculty in 1923 approved a system of honors. In accordance with this system students who earned a grade index of 2.85 during the last three years of a course of study for the Bachelor of Arts degree were entitled to graduate "with high honor"; those achieving a grade index from 2.45 to 2.85 received the degree "with honor."

About the time of the adoption of the honors system the faculty considered the question of minimum standards for college work. It was decreed that a student be required to meet certain standards of excellence and that work below this minimum would entail expulsion from the college.

In the movement to attain higher scholastic achievements at North Central, the faculty in 1940 modified admission requirements to require all prospective students who ranked in the lowest fourth of their high school class to take a special examination before entrance to the college. It was indicated, however, that the new regulation, which became effective in the fall of 1941, would affect few students since most of the college enrollees came from the upper half or three-fourths of their high school class.

## CHAPTER 32

### INCREASING ENROLLMENT AND GRADUATES

Enrollment statistics during the Rall administration depict the growth and development of the institution. In fact, the expansion of enrollment, faculty, campus and budgets, notable during the 1920's, may seem to be "a golden age" when the college spirit reflected a youthful enthusiasm that was less evident during the depression or the uncertainties of existence during the cold war. The high percentage of Evangelicals contributed to a collective homogeneity lacking in later years. This spirit of exuberance was particularly accelerated after World War I by the increasing influx of students expanding the enrollment in the college to 533 by 1928, exceeding by 300 percent that of 1913-14. This rising trend was the result of many factors: the winning of accreditation by the North Central Association, the high recognition given by state universities, the prosperity of the 1920's, and the fact that a growing number of high school graduates began to attend college.

Declining enrollment in the Academy brought the question of the future of this department to the direct attention of the administration and the Board of Trustees. While some favored the cessation of this training by 1924, President Rall indicated that the Academy be retained for two basic reasons: first, it was disclosed how the department served individuals in the denomination who for some reason or other had missed their high school opportunity at the appropriate age. In fact, the ages of the forty-seven men enrolled in 1924 ranged from twenty to forty-four years. The second service performed as designated by the president was the use of the Academy as a training school where prospective teachers received practical experience. There was some discussion relative to the conversion of the institution into a college high school.

Despite the peculiar service performed by this sub-collegiate division, enrollment in the Academy steadily declined after 1920 until by 1931 only six students remained in this division. Continuation of this training now seemed superfluous, and the sub-collegiate studies which had formed an integral part of the academic program of the college since its founding, ceased to exist with the closing of the Academy in 1932.<sup>1</sup>

Until 1923 the percentage of students affiliated with the Evangelical Church remained high, with some eighty-nine percent of the student-

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<sup>1</sup> There were 23,930 public high schools in the United States by 1930, an increase of 400 percent since 1900.

body representing the denomination. After 1923 the percentage from the denomination began to decline, a trend accelerated by the depression, until by 1932-33 the number of Evangelicals amounted only to forty-five percent of the total enrollment. The return of more normal economic conditions after 1933 slightly reversed the trend, and the percentage from the college denomination stood at 52 by 1939.

The years following 1923 likewise witnessed a decreasing percentage of students from outside Illinois. Already pronounced before the economic collapse of 1929, the depression merely expedited the trend. The reasons for the declining enrollment from conferences outside Illinois are related to the corresponding reduction in percentage of Evangelicals. Perhaps the growing expense of college education, increasing popularity of state colleges and universities and the weakening of denominational ties all contributed to the trend.<sup>2</sup> It is, of course, obvious why Illinois and local registration would increase during the depression years. The tendency to draw students from Illinois apparently hit its peak during the depression year of 1933 when 72.6 percent of the total attendance came from the state. This reflected a revolutionary contrast to the twenty-eight percent from Illinois in 1922.

The decline in enrollment so notable during the depression forced the college to devote some attention to student solicitation. In the spring of 1934 Chester J. Attig, professor of History, visited neighboring high schools in the interest of the college and the Men's Glee Club was directed to make a tour of the Eastern states in order to interest Evangelicals in the program of the institution. The Century of Progress Exposition in Chicago in 1933 gave the college an opportunity to present an exhibit as a promotional venture.

#### Enrollment at North Central College Alternate Years 1916-1946<sup>3</sup>

1916 .....	447	1928 .....	628	1938 .....	600
1918 .....	392	1930 .....	546	1940 .....	595
1920 .....	529	1932 .....	520	1942 .....	561
1922 .....	610	1934 .....	507	1944 .....	410
1924 .....	617	1936 .....	592	1946 .....	929
1926 .....	603				

It was very fortunate for North Central College that it was located in a populous suburban center of the nation and that the local enrollment was increasing to offset the declining numbers from outside the

<sup>2</sup> The union of the Evangelical and the United Evangelical Churches in the 1920's brought new competition from former United Evangelical colleges.

<sup>3</sup> It should be noted that the figures for the early years contain a considerable number of students enrolled in the Academy. For example, only 300 of those listed for 1916 were college students. By 1930 a total of 508 were college students.

state. Rall, in 1931, lamented the fact that attendance from the Evangelical constituency was declining but the president could note with some satisfaction the growing numbers from nearby cities like Aurora, Downers Grove, Wheaton, and Glen Ellyn. The social life and perhaps the general spirit of old North-Western was gradually experiencing transition as its commuting population increased in significance.

A number of studies conducted during the Rall tenure indicated that such professions as the ministry, teaching and medicine were the leading vocational preferences of the students. One of the significant trends indicative of the depression years was the growing popularity of teaching during this "age in search of security." The severity of the economic collapse and the changing character of the college enrollee accentuated the trend toward the professional courses.

After twenty years Rall reported that he had been privileged to award degrees to 1,457 students during his tenure as president. This constituted more than seventy percent of the degrees awarded since the founding of the college in 1861. A study conducted by Rall showed the following percentages for ten-year periods to 1935:

#### Degrees Granted 1866-1946

<i>Year</i>	<i>Total</i>	<i>Average per year</i>
1866-1875 .....	39	3.9
1876-1885 .....	95	9.5
1886-1895 .....	84	8.4
1896-1905 .....	124	12.4
1906-1915 .....	237	23.7
1916-1925 .....	590	59
1926-1935 .....	898	89.8
1936-1946 .....	994	90.3 <sup>4</sup>

#### Degrees Granted During Rall Administration 1917 to 1946

1917 .....	33	1927 .....	96	1937 .....	82
1918 .....	52	1928 .....	89	1938 .....	103
1919 .....	36	1929 .....	99	1939 .....	122
1920 .....	54	1930 .....	101	1940 .....	103
1921 .....	63	1931 .....	92	1941 .....	106
1922 .....	73	1932 .....	97	1942 .....	97
1923 .....	68	1933 .....	70	1943 .....	91
1924 .....	86	1934 .....	83	1944 .....	63
1925 .....	96	1935 .....	77	1945 .....	68
1926 .....	103	1936 .....	82	1946 .....	77

In 1936 the Board of Trustees authorized the administration and faculty of the college to grant the Honorary Doctorate to four alumni of the college, the first honorary degrees since 1916.<sup>5</sup>

<sup>4</sup> The years 1936-1946 were added to the table by the author.

<sup>5</sup> In 1916 John S. Goodwin of Naperville was awarded an honorary degree.



Doctor of Laws to William H. Kiekhoefer, Professor of Economics at the University of Wisconsin

Doctor of Laws to H. Augustine Smith, Professor of Church Music and Fine Arts in Religion, Boston University

Doctor of Divinity to C. A. Hirschman, Minister of Zion Evangelical Church of Kitchener, Ontario, Canada

Doctor of Divinity to Rolland W. Schloerb, Minister, Hyde Park Baptist Church, Chicago, Illinois

The Board of Trustees in 1939, in recognition of the distinguished service of Bishop George E. Epp in various official capacities of the church, and as president of the Board of Trustees of the college, voted to confer on this leader the honorary degree of Doctor of Laws. At the same meeting the Board of Trustees voted to confer on Thomas Finkbeiner the honorary degree of Doctor of Laws for his distinguished service as teacher, registrar and administrator.

The last of the honorary degrees granted during the Rall presidency were awarded in 1945. The following were awarded the honorary degree of Doctor of Laws for distinctive service in their respective fields: Walter Sylvester Gamertsfelder, Winfred George Knoch, Elmer Wesley Praetorius, and Charles Henry Stauffacher.

A number of productive scholars received their undergraduate training during the Rall administration. Many graduates of this era became leaders in their fields of specialization and attained national recognition. Three nationally recognized contemporary leaders in the field of American education graduated during the early period of the Rall presidency.

The first woman graduate from North Central to win the Ph.D., Gertrude Hildreth, received her undergraduate degree in 1920. Miss Hildreth received the degree from Columbia University in 1925 following study at the University of Illinois. She joined the staff at Columbia University and became distinguished as an authority in the field of educational psychology. Miss Hildreth published an array of scholarly textbooks, monographs and articles. She was a great-granddaughter of A. A. Smith, first president of the college.

Clarence Henry Faust received the B.A. degree from the college in 1923. Following a year's study at Evangelical Theological Seminary, Faust entered the University of Chicago, receiving the Doctor of Philosophy in 1935. After service as professor and dean at the University of Chicago, he became dean of Humanities and Science at Stanford University and later was acting president of that institution. In 1950 he was appointed head of the Fund for the Advancement of Education of the Ford Foundation. He appeared on a number of national television programs as an authority on American education.

Alvin Christian Eurich attended North Central College, receiving

the Bachelor of Arts degree in 1924. Following undergraduate training, Eurich attended the University of Minnesota where he was awarded the Doctor of Philosophy degree in 1929; he began instruction at Minnesota rising to the rank of professor. After brief tenure as professor at Northwestern University, Eurich was called to Stanford University as vice president and later acting president of the institution. Following service as president of State University of New York, he was named vice president of the Ford Fund for the Advancement of Education in 1951. Several universities and colleges conferred the honorary doctorate on this distinguished alumnus.

## CHAPTER 33

### STRENGTHENING ECONOMIC BASE

An administrative official whose name was synonymous with the financial program at North Central for some thirty-three years of the new century was that of Franklin Umbreit. Umbreit served as treasurer of the college from 1908 until his death on October 28, 1941. It had been his privilege to observe the financial growth of North-Western from a small institution with a limited budget to a college with considerable endowment and invested funds and a more complicated financial structure. His direction of finances spanned the period of World War I and the great depression. It was stated that his facility for administering the intricacies of college financing grew with the expanding resources, and he once remarked that he had "all the worries of a millionaire on the salary of an Evangelical preacher."

A number of striking features are notable when comparing the Rall budgets with those of former years. The annual budget of 1917-18 in excess of \$40,000 reflected the expansion of the college from the \$5,500 budget of Plainfield days or even the \$17,000 budgets at the turn of the century. Even more spectacular was the continuing growth of the institution after 1917 when by 1940-41 annual expenditures and income were approaching the \$200,000 figure.

A notable development in college financing was the rising percentage of support accruing from student fees or tuition. The proportion of college support from student tuition rose to approximately sixty percent by the year 1940-41.

An item that was to register phenomenal increase was the amount spent for instructional salaries. Back in 1890 a total of only \$7,262.61 was spent for instruction; by 1917 this had expanded to over \$33,000 and by 1940 amounted to \$76,975.

The Twentieth Century Endowment Fund campaign launched by the Evangelical Association shortly after 1900 and conducted to the World War I period increased the endowment of the college approximately \$200,000. However, by the close of the war it was apparent that the endowment funds were not sufficient to meet the rigid requirements of accrediting associations and to finance college operations in the new period of rising costs.

A special committee of the Board of Trustees presented the financial needs of the college to the General Conference of the church in 1919. As a result, General Conference launched the Forward Movement Campaign for the support of its collegiate institutions. In recogni-

tion of the increasing financial obligations in the post-war era the Association allotted \$750,000 to North Central College, \$500,000 for endowment and \$250,000 for buildings. Amounts actually received from this campaign amounted to \$585,000, with \$390,000 for endowment and \$195,000 toward the building fund. The students and faculty participating in the Forward Movement Campaign raised a total of \$23,525 in 1921. The endowment funds from this campaign were of material assistance to the college in meeting its increasing obligations and the money acquired for the building fund was applied toward the construction of Pfeiffer and Kaufman halls.

An Alumni Loyalty Fund campaign was launched in 1920 for the endowed support of a Chair at North Central. During the decade from 1920 to 1929 this campaign added approximately \$50,000 to the funds of the college for the support of the A. A. Smith Chair of Philosophy.

Another source to which the college directed its attention for support was the Finance Commission of the Evangelical Association. In October, 1921, Rall appeared before this commission presenting the college program and suggesting an annual appropriation of \$20,000 for support. As a result of the appeal, annual appropriations from the church increased from \$13,000 to \$14,500; in the decade of the twenties funds from the same source increased to a total of \$18,000 annually.

As the costs of college instruction mounted in the post-war period, it became evident that more of the funds for college operations would have to come from tuition and fixed fees. After a comparative study of tuition and fees of twenty-two typical institutions, it was discovered that the charges at North-Western were very low. As a result of this study in 1923 the Trustees raised tuition rates from \$100.50 to \$120.00 a year with certain reductions allowed licensed preachers and dependent children of preachers.

As the college expanded in the post-war period it seemed evident by 1924 that endowment and income were not rising in corresponding ratio to growing enrollment and increasing educational costs. The president stated that the college needed an additional \$1,000,000 endowment in order to provide for needed faculty additions, new equipment and general plant maintenance. It was the expressed hope of college officials, however, that income from the Forward Movement, the Alumni Loyalty Fund and the Finance Commission of the church would provide for the critical needs of the college in the immediate future.

A so-called "quiet campaign" to increase endowment was completed on February 1, 1929, in which some \$52,000 were pledged by alumni and friends of the college. By the close of 1929 the net endowment of the college had been increased to approximately \$750,000.



Two acute financial problems facing the college by 1929 were the growing pressure for lower interest rates and the developing depression in agriculture. Treasurer Umbreit reported that investment of funds at the anticipated six percent interest rate was becoming increasingly difficult, requiring additional investments from year to year to maintain stability in income. The depression in agriculture brought not merely a loss in interest from invested funds in farm lands, but occasionally a loss of endowment itself resulting from foreclosure proceedings. As a result of the threatening situation in agriculture the college authorities became very skeptical of farm loans and only accepted them after a thorough investigation.

Because of the uncertainty of farm values and income from these sources, more of the college endowment was invested in bonds and preferred stock. The investment personnel faced the dilemma of providing both for the safety of the funds invested and a fair dividend return to the college. It was reported that the wisdom of the investment committee composed of Charles Wellner, Walter Givler, E. J. T. Moyer, and Thomas Finkbeiner was largely responsible for the financial stability of the institution during the dark days of the depression.<sup>1</sup> Umbreit, in reporting for the depression year of 1931, lauded the insight of the finance committee: "Where many colleges and other institutions supported by invested funds are suffering very serious losses in income and principal, our committee has kept all but a very small amount of funds invested in sound and well-paying securities." The treasurer's report of 1931 indicated that a total of only \$19,200 was at the time frozen in foreclosure proceedings.

The financial shock of the depression would have been much more severe for the college had it not been for the contributions of the Pfeiffer family to the Pfeiffer Reserve Fund for the support of North Central. This reserve helped to prevent deficit financing during these difficult years, made possible the payment of faculty salaries and other obligations on schedule, and served as a source of tuition loans to a number of worthy students who would otherwise have been forced to leave college.

Slight reductions in salary for members of the staff were necessary during the low of the depression. At one time there was a possibility that instructors might be forced to teach without the security of a contract; but this threatening situation fortunately was only temporary and more optimistic conditions soon prevailed.<sup>2</sup> By 1935 the economic status of the college had improved somewhat

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<sup>1</sup> E. J. T. Moyer was treasurer of Kroehler Manufacturing Co.; Charles Wellner was employed by a banking firm in Chicago and later was mayor of Naperville; Walter Givler was cashier of First National Bank of Naperville.

<sup>2</sup> Even during the banking crisis of 1933 salaries were paid on schedule, though payment for a time was made in cash.

and small increments in salary were granted; special gifts to the scholarship fund were donated by a number of members of the Alumni Association. In the same year the Charles Nadelhoffer property on the corner of Ellsworth and Van Buren came into possession of the college as a gift from the Pfeiffer family.

Consideration of the depression years at North Central would be incomplete without some attention directed to the program of student assistance. Previous to the adoption of federal relief spending the college itself was forced to adopt a program of assistance to worthy and needy students. Among the 411 students enrolled during the first semester of 1933-34, the following positions were provided: a total of twenty-five served as student assistants, thirty-seven as waiters, janitors, firemen, and campus workers, and twenty-five were assigned to miscellaneous jobs. At the same time some ninety-six students received scholarships varying from \$10 to \$186 per year.

The second semester of the year 1933-34 brought the New Deal program of relief for needy students and assistance was secured for some thirty-eight men and women through the Federal Emergency Relief Administration. These jobs involved working an average of ten hours a week at the rate of thirty-five cents an hour. The tasks involved service as student assistants, library and research assistants and special duties in buildings or in administration offices. Assistance from the FERA continued into the year 1934-35 with some \$5,600 available for part-time work for fifty-five students. In addition to New Deal agency relief, the college was forced to extend loans for tuition to over one hundred students.

The National Youth Administration, or NYA, succeeded the FERA in providing part-time employment to needy college students. During the year 1935-36 the NYA gave employment to eighty-two students and paid a total of \$7,890 for services performed. Approximately 235 students were recipients of some form of employment through either college assistance or National Youth Administration.

A study of the financial progress of North Central College during the depression decade of the thirties indicates that the institution weathered the economic crisis satisfactorily and perhaps better than most private institutions in its class. A total of all gifts in this decade for capital account or permanent endowment amounted to \$610,000, of which \$335,000 came from the Pfeiffer family and \$275,000 from other donors. The total gifts for current purposes amounted to \$137,000, of which \$105,175 came from the Evangelical Church. Thus, for this turbulent decade, gifts for endowment or capital expansion averaged about \$61,000 per year and for current

operating expenses the gifts approximated \$13,700 a year. An encouraging note was the reduction of the college indebtedness from a high of \$173,000 in 1932 to less than \$70,000 in 1940. The financial record of the college is commendable in view of the fact that the most severe depression in our nation's history was experienced.

The Diamond Jubilee Fund raising campaign, launched in conjunction with the observance of the seventy-fifth anniversary of the college in 1936, brought receipts which ultimately amounted to \$84,244.23. Over \$34,000 was raised from alumni, students, faculty and friends while the other \$50,000 came as a gift from the Pfeiffer family.

At the time of the Diamond Jubilee celebration in 1936 a study was made of the financial growth and progress of the college over the past twenty years. This progress can best be observed and measured from a study of the following financial statistics:

	1915-16	1925-26	1935-36	<i>Percent of Increase</i>
Current budget .....	\$41,320	\$127,718	\$151,955	268
Value of plant .....	235,007	941,648	1,297,443	443
Endowment .....	236,210	613,485	873,382	270
Total property .....	478,297	1,628,918	2,282,355	377
Indebtedness .....	42,770	113,915	145,113	239

Colleges by 1940 began to look to their alumni, former students and friends for contributions on an annual or systematic basis for current expenses of operating the institutions. This new approach to college financing came in part because of the increasing costs of operations and the fact that fewer large contributors seemed to be in prospect for the future. At North Central College this new approach to fund raising was known by the term "living endowment." The Board of Trustees in 1942 noted with gratitude "the already accrued" results of the living endowment campaign launched by the college and Alumni Association. The Trustees in 1942 went on record in favor of an active promotion of the living endowment plan as a means of meeting the anticipated financial losses occasioned by the crisis of World War II.

In 1945 the Kroehler Manufacturing Company presented a gift of \$25,000 to the college. It was accompanied by a suggestion from the company president, Delmar Kroehler, that it be used in establishing some kind of a memorial in honor of Peter Kroehler, founder of the company and a former student in the commercial department of the college.<sup>3</sup> Following 1917, including the gift of 1945, the company had donated to the college the sum of \$55,000.

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<sup>3</sup> Delmar Kroehler was a son of Peter Kroehler.

An appropriate climax to the history of financial progress during Rall's administration is the acknowledgment of the generous gifts of Gustavus, Henry and Annie Merner Pfeiffer. Apparently Henry Pfeiffer always remembered his experiences as a student at North-Western (1875-77). After leaving college Henry and his brother Gustavus began their business careers as retail druggists in Cedar Falls, Iowa. This practical experience created an interest in the drug business and led to the manufacture of pharmaceuticals. One of the first manufacturing enterprises established was the Pfeiffer Chemical Company of St. Louis. After the incorporation of other companies, including William R. Warner, the brothers established headquarters in New York City where they entered the field of cosmetics about 1916 with the purchase of the Richard Hudnut Company.

During his long career as a business executive, Gustavus Pfeiffer wrote a series of maxims which were published after his death as the *Philosophical Writings of Gustavus A. Pfeiffer*. In 1924 on board the *Olympic*, returning from abroad, Gustavus Pfeiffer wrote of his faith in education: "Give moral support and financial aid to educational institutions, either of a special or general type, that exercise a constructive influence over their student bodies."

The college *Spectrum* of 1946 carried a page expressing the appreciation of the college to these friends of higher education: "The memory of Annie Merner Pfeiffer as that of her husband, Henry Pfeiffer, will abide as an inspiration to all who knew and loved them, and their gifts will bless countless generations of youth trained in the institutions they have helped." <sup>4</sup>

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<sup>4</sup> The total contributions of the Pfeiffer family to North Central College has been estimated at \$1,250,000.



## CHAPTER 34

### ATHLETICS INTEGRATED

The record of athletics over a thirty-year period, 1916 to 1946, presents the efforts of the college administration to integrate the program of physical training into the whole process of Christian education.<sup>1</sup> It has been noted that beginning in 1931 it was possible for a student to major in physical education and receive the degree of Bachelor of Science. The training in physical education, particularly that of indoor sports, was of course expanded and refined with the construction of Merner Field House in 1931. By 1936 the Physical Education department offered the following courses in addition to the basic requirement for freshmen and sophomores: History and Principles of Physical Education; Team Games; Individual Sports; and Corrective Gymnastics.

The first participation in an organized conference came with the admission of North-Western into the "Little Five" athletic conference in 1917. Membership in this organization continued into the decade of the twenties when the college became a member of the Illinois Intercollegiate Athletic Conference, known as the "Little Nineteen." Membership was retained in this conference for a little more than ten years, when in 1937 the Illinois College Conference was formed, of which North Central became a charter member. This conference included in addition to North Central, Augustana, Bradley, Illinois Wesleyan, Knox, Lake Forest, Millikin, Illinois College, Monmouth and Wheaton. The so-called "freshman rule" in athletics, prohibiting a student from participating in varsity inter-collegiate rivalry during the freshman year, was first applied at North Central in 1939-40.

A detailed analysis of the annual athletic contests from 1916 to 1946 is beyond the scope of this work. The most that can be attempted here is to cite a few examples of teams that achieved impressive records or won conference championships. There is no guarantee that the educational benefits derived from participation in intercollegiate competition were greater for winning teams than for those with less colorful records. Members of the less spectacular or forgotten teams may have been as loyal to the spirit and purposes of the college.

It is interesting to note that one of the most impressive and per-

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<sup>1</sup> The coming of C. M. Osborne as the first full-time director of Physical Education in 1914 marked the completion of an era in evolution from student and semi-professional instruction to the professional coach.

haps most publicized football teams came at the beginning of the period in 1916. This team, known to football patriots as the "Osborne Machine" because of its offensive power, scored 249 points to 74 for opponents during the season. Both the term "Osborne Machine" and "Osborne Shift" attributed to this team were derived from the name of the football coach at North-Western from 1914 to 1917. Because the record of the 1916 team was outstanding it has been included as an inspiration to all college football fans.

North-Western	.....	21—Crane Tech	.....	13
"	"	.....	47—Lewis Tech	7
"	"	.....	7—Beloit	7
"	"	.....	47—De Pauw	0
"	"	.....	13—Monmouth	21
"	"	.....	28—Lake Forest	0
"	"	.....	46—Wheaton	6
"	"	.....	26—Knox	7
"	"	.....	14—YMCA College	13

Two stars were particularly outstanding on this celebrated team: first was the leading point-maker for the year, Clarence E. Erffmeyer (later dean of the college), who crossed the goal line for twelve touchdowns; the other star was Fred R. Kluckhohn, quarterback, who completed a 55 yard pass in the game with Knox College. This was reported at the time as the world's record for a pass completion.

The team of 1919 closed its season as champions of the "Little Five" with the expressed hope that the college could look forward to a succession of championship teams; but such was not the case as it was ten years before another championship team made its appearance. The situation began to improve after 1926 with the coming of Gordon Fisher as football coach. The team of 1929 ended its conference season with a perfect record and thus seemed assured of a championship in the "Little Nineteen" conference. Unfortunately for the team and its boosters, it was discovered that an ineligible player had been in competition all year and the championship had to be forfeited. There followed some winning teams under Coach Fisher as in 1931 when the team won six out of seven games, or in 1933 when they lost only one and tied one.

Basketball was one of the most popular of college sports. One of the best teams of the period was that of 1926-27, which tied for the championship of the Little Nineteen conference. The scores of the games that year is a record of great success:

North Central	.....	21—Oshkosh Normal	....	14
"	"	.....	22—Macomb Teachers	20

"	"	.....	38—Lake Forest .....	16
"	"	.....	26—Carroll .....	13
"	"	.....	25—Wheaton .....	34
"	"	.....	24—"Y" College .....	19
"	"	.....	29—Wheaton .....	21
"	"	.....	36—Mt. Morris .....	12
"	"	.....	30—Lake Forest .....	29

A number of basketball teams during the thirties made good records, such as the 1930-31 team that won thirteen of its fifteen contests; victims that year included the Arkansas Aggies, DeKalb, Millikin, and Wheaton. The team of 1932-33 won eleven of its thirteen contests.

Following the 1932-33 team which won second place in the conference, there was a period of nine years before another second place conference team appeared. Then in 1942-43 the team won the conference championship with fourteen victories out of a total of fifteen games. Leonard Bieber, who came as coach in 1927, retired in 1946 after a service of eighteen years. Bieber's record as a coach in basketball and baseball was carried in the college *Chronicle* in May, 1946, and has been included here:

### Basketball

<i>Year</i>	<i>W.</i>	<i>L.</i>	<i>Pts.</i>	<i>Opp.</i>
1927-28 .....	9	7	520	411
1928-29 .....	10	7	476	415
1929-30 .....	9	6	453	430
1930-31 <sup>2</sup> .....	14	2	459	333
1931-32 <sup>4</sup> .....	10	3	346	289
1932-33 <sup>4</sup> .....	11	2	429	349
1933-34 .....	11	3	501	414
1934-35 .....	12	4	502	390
1935-36 .....	9	7	565	476
1936-37 .....	8	7	499	504
1937-38 .....	10	4	620	544
1938-39 .....	8	8	571	546
1939-40 .....	7	8	541	553
1940-41 .....	8	7	731	615
1941-42 <sup>4</sup> .....	12	3	712	566
1942-43 <sup>3</sup> .....	14	1	732	498
1943-44 .....	no teams			
1944-45 .....	3	10	426	559
1945-46 .....	5	12	677	713
	<hr/> 170	<hr/> 101	<hr/> 9,760	<hr/> 8,605

<sup>2</sup> Tie for conference title.

<sup>3</sup> First place.

<sup>4</sup> Second place.

**Baseball**

<i>Year</i>	<i>W.</i>	<i>L.</i>	<i>Pts.</i>	<i>Opp.</i>
1927-28 .....	10	3	103	61
1928-29 .....	4	6	59	89
1929-30 .....	7	7	97	102
1930-31 .....	3	7	62	79
1931-32 .....	3	7	39	60
1932-33 .....	8	2	84	35
1933-34 <sup>3</sup> .....	11	1	113	42
1934-35 .....	9	4	98	51
1935-36 .....	8	4	94	57
1936-37 .....	5	5	67	59
1937-38 .....	7	4	89	81
1938-39 .....	4	7	77	92
1939-40 .....	7	5	53	68
1940-41 .....	6	5	74	70
1941-42 .....	4	7	65	98
1942-43 .....	4	4	35	33
1943-44 .....	no teams			
1944-45 .....	0	1	3	11
	<hr/> 100	<hr/> 79	<hr/> 1,210	<hr/> 1,080

Although few baseball teams won conference titles, some, such as the teams of 1922, 1923, 1928, and 1934, made enviable records. The team of 1928 won eight out of ten conference games; that of 1934 lost only one game out of twelve, including one tie. The latter team won the conference championship.

Athletic records indicate that North Central College supported track teams throughout the Rall administration. In 1919 the college team became a member of the "Little Five" conference and the conference tournament was held on the North-Western campus.

The 1925 track season proved to be the most successful to that date. That year the team won most of its contests and established some new conference records in the high jump, shot put, discus, and the mile race. The 1930 track team, called one of North Central's great teams, placed second among twenty schools at the Armour Tech Invitational Meet on Stagg Field in Chicago. The 1934 team won first place in the "Little 19" Conference meet that year, and other championship teams followed in succeeding years. North Central could be proud of the record achieved in this sport.

From 1920 to 1933 there was considerable interest in cross-country teams. Meets with four or five colleges were held from year to year, which in 1928 included Marquette, Wheaton, Bradley, Loyola and Lake Forest. A most successful North Central team was that of 1933 which won every dual and triangle meet. The

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<sup>3</sup> First place.



captain of the team that year, Charles Culver, was one of the best distance men in the state.

One of the most universal sports played on the campus by 1916 was tennis. There were seven courts available at that time, but even this number was not enough to take care of the demand. In 1918 the college entered the "Little Five" conference in this sport and the first conference tournament was held on the campus in 1920. One of the most successful seasons was that of 1926 when North Central won the Illinois state championship; undefeated seasons were also registered by the teams of 1928 and 1930.

The first year in which the varsity swimming team arranged a regular schedule was 1935. Scheduled meets were held in succeeding years and finally in 1939 the swimming team captured the Illinois conference trophy. Harold W. Henning was the star of this meet and succeeded in establishing two new conference records.

Wrestling was given intercollegiate status at North Central in 1933. It was a successful year for the college as one of its wrestlers won a championship and two others were second place winners. That year the team tied for second place in the "Little 19" conference.

The failure of the college to produce conference championship teams in major sports, particularly football, after 1930 entailed considerable discussion and debate. Professor E. E. Domm, who served for twenty-five years on the Athletic Board, wrote in 1940 concerning the football problem. He lamented the fact that North Central College was competing with teams selected on the basis of some form of subsidization. The professor recommended three courses that could be considered: (1) Abolish intercollegiate football; (2) Increase enrollment to provide better selection; (3) Adopt a policy of subsidization. The three possibilities were discussed but none was officially adopted.

The North-Western "N" Association was organized in the fall of 1920. The regular membership was composed of men students who had won the official "N" as a member or manager of an athletic team. According to the first constitution the coaches and varsity letter men of the faculty were constituted as associate members of the organization. The major purpose of the organization was to create a greater interest in athletics at North-Western as well as to promote the highest sportsmanship in intercollegiate contests.

## CHAPTER 35

### STUDENT GOVERNMENT AND SOCIAL LIFE

Relaxation of many of the enforced rules (especially about 1910) led some students to abuse the newly gained freedoms by conduct exceeding the limitations of propriety. Some students neither accepted nor appreciated the new system of honors and individual responsibility. Freedom so novel to the traditional experiences of many students sometimes was manifest by hilarious conduct in the halls that appeared to be contests in "lung power." So disturbing was the situation that President Seager addressed the student body in the fall of 1914 concerning respect for the rights of others and the necessity of collective responsibility to the group. Experience in self-control and the ultimate inauguration of student government meant general improvement in conduct on the campus.

A more modern philosophy of discipline was brought to the college with the advent of the Rall administration. The president summarized his philosophy in the first report to the Trustees in the following words: "The present administration holds to the policy of few rules and individual and collective responsibility on the part of students singly and in organizations." This was a revolutionary transition from the early disciplinary policies of the college administrations where rules covered practically all areas of student life. The views of the new president reflected the trend toward a more liberal system of discipline as elaborated by progressive educators. The new concepts of the president were later printed in the college catalog and expressed as follows: "In matters of discipline, the college has few detailed rules. Instead it assumes that all students are ladies and gentlemen and expects them to conduct themselves as such."

The system of individual or collective responsibility of students discussed by the president was to bear fruit in the creation of a system of student government in 1919. A representative student council was originated which not only participated in the administration of student affairs, but also co-operated with the faculty in governing the school. Rall in 1921 expressed the view that the system of student government had amply justified itself and that the experience resulting from individual responsibility was one of the major values derived from a college education.

Standards of conduct for students and faculty were drawn up by a joint committee of faculty members and students in 1924. These standards were approved by the Board of Trustees and were printed

in the college catalog for many years. The approved criteria were enumerated as follows:

- (a) A high grade of scholarship.
- (b) Honesty in all dealings on and off the campus.
- (c) Regular church and chapel attendance.
- (d) Respect for private and public property.
- (e) Respect for the law and the authority of the college and community.
- (f) Good sportsmanship in all contests and courtesy toward all visiting teams.
- (g) Disapproval of hazing and unauthorized scraps.
- (h) Cultivation of thrift, prompt payment of debts, and avoidance of extravagant expenditures.
- (i) Avoidance of unnecessary, undesirable, and harmful practices.

The faculty no longer was concerned principally with disciplinary matters which had occupied so much time in the early history of the college. The staff could now devote energies and talents more exclusively to academic problems and scholastic regulations.

It should be said that the new freedoms with emphasis on honor or integrity of the individual did not infer that disciplinary issues no longer arose. It was only natural that occasional infractions of current standards of conduct would occur. Individual cases no longer received the publicity, interest, or concern of faculty and students. Punishment, which in early days might result in expulsion, either public or private, would now, except for grave offenses, entail only a reprimand or the loss of certain privileges.

In the fall of 1941 the question of standards of conduct for ladies in dormitories and those rooming in homes was brought before a special committee of faculty and trustees for review and study. Some concern was evident over lack of regulations governing women in private homes. From this investigation came recommendations for the application of campus dormitory rules to ladies rooming in private homes. The evolution of more contemporary standards was noted when it was generally agreed that the young ladies be left on their honor with regard to church attendance; however, sentiment prevailed that they were faithful in this respect.

The declining emphasis on disciplinary problems, the reduction in number of rules and regulations, and in the over-all responsibilities of the students did not mean there was less religion on the campus. The YMCA and YWCA continued to rank among the best of such Christian associations in the state. These societies, together with the Seager Association and the Volunteer Band, continued to pro-

mote a Christian atmosphere. The state conference of the YMCA was held at North-Western in March, 1919, bringing some sixty delegates from various Illinois colleges to Naperville.

In 1930 the college was cooperating with the Naperville Ministerial Association in providing community Vesper Services. Four such services were held during the school year with the following noted leaders as guest speakers: Dr. Dan Brummit, Dr. John Timothy Stone, Dr. Sherwood Eddy, and Rabbi Louis L. Mann.

Chapel exercises were held four days each week in Pfeiffer Hall with all students required to attend these exercises arranged by an active student-faculty chapel committee. It was now a popular custom to emphasize themes in series of chapel exercises with certain weeks reserved for lecturers on prohibition, the study of world citizenship or the more practical theme of vocational guidance. Church attendance on Sunday was no longer compulsory, but, as the 1933 catalog stated, students were expected to attend public worship and Sunday School on the Sabbath.

The college orchestra, which had experienced an intermittent existence since the early days, emerged again in 1919 under the direction of C. C. Pinney. The personnel numbered thirty-three and it seems to have been very popular and of exceptional quality.

Other musical organizations popular in the twenties were the girls' and men's glee clubs. These groups toured the states during the summer months for the specific purpose of boosting North-Western College. The sixth annual tour of the Girls' Glee Club began on June 12, 1920, with an itinerary including Illinois, Wisconsin, Minnesota, Kansas, South Dakota, Nebraska, and Iowa.

The men's group that same summer traveled 3,500 miles and 23,500 people heard the concerts. With the exception of Philadelphia, the club appeared in the six largest cities in the country, covering the states of Indiana, Ohio, Pennsylvania, New Jersey, New York, Michigan and the province of Ontario in Canada.

One of the major promotional efforts planned by the college continued to center around the activities of College or "Booster" Day. Paramount among the publicity ventures of the day were the floats prepared by the booster clubs of various states and for a few years these were paraded through the community by horse-drawn vehicles. In 1921 stunts were planned by the state clubs with prizes offered for the most effective performance. After the 1920's the state booster organizations declined in importance on College Day and departmental exhibits displaying the educational program and philosophy of the school assumed the leading role in advertising North Central.

After 1950 College Day ceased to have the significance previously accorded, since the activities of the Admissions Counselor and the



visitation program for high school students was carried on throughout the year. In 1959 the special day was abolished and all that remained that an alumnus might recognize from the past were the crowning of the May Queen and King Rex, and possibly an athletic contest.

This was the period when students were financing many activities through benefit programs or tag day events. The Home Economics girls conducted a "sweet shop" in the upper rooms of the library on December 17, 1920, with the sale of candies, cookies, pies, cakes and an assortment of handmade articles. A portion of the profit from the sale was for the purchase of a loom for the department. A special tag day was held in the spring of 1921 to defray the cost of costumes, flowers and other expenses of the annual May Fete that year. The athletes presented a minstrel show in April, 1921, to pay for the sweaters purchased for the "N" men. According to the *Chronicle*, the minstrel show was "a howling success."

About 1930 the social calendar included such activities as fairs, initiations, all-school parties, and special programs featuring popular entertainers. Social life continued without dancing and without fraternities or sororities. The opposition to fraternities and sororities which originated with the first president of the college and has persisted in recent years was expressed by President Rall in 1931: "... they tend to increase greatly the cost of life at college, to create undesirable social distinctions and snobbishness, and frequently lead to excesses and neglect of the real purposes of a college education."

The leading social functions held on campus during the year 1937-38 were planned by Alice Meier, dean of women, and the student committee on social activities. Social functions planned that year included a county fair, the formal initiation of the freshmen into the Kingdom of North Central, a sing fest and stunt night under George Campbell, noted recreational director, a campfire party with Indian dancers, an old-fashioned party and roller skating parties in Nichols Hall.

In spite of the varied social activities conducted on the campus each year, the feeling continued to persist in the minds of some students that the program was not adequate and was not progressing with current developments of the day. Because of this criticism, the Board of Trustees in 1941 recommended the appointment of a committee of fifteen—five Trustees, five faculty members and five students—to conduct a thorough study of the entire social program and report back to that body in 1942.

Attempts were made by the committee to discover both student and parental views concerning a proper social program, to consult other colleges for policies and experiences relative to social activities,

and to make some effort to mediate the divergent views represented by the typical student and the leaders of the Evangelical Church. Apparently the one issue most disruptive to complete harmony among the various interests of students, faculty, and Trustees was the question of social dancing.

Perhaps the most lasting contribution of the work of the committee was the approved recommendation for the establishment of a Student Union on the ground floor of Old Main. The southwest corner of the basement, together with two rooms then occupied by the YMCA, were designated for the purpose. It was agreed that the college should expend at least \$1,000 for the necessary alterations and equipment and that an equal amount should be raised by the students. Work on the project was conducted during the summer of 1942 and was completed for the opening of the fall term that year. Contributions for this project also came from Dr. E. S. Wegner and Roy Geier.

The two leading literary societies, the Philologian and the Cliosophic, whose history and traditions dated back almost to the beginning of the school, were disbanded in 1917. To preserve the literary traditions and objectives of the old societies six smaller literary organizations were formed. These became known as Kappa Pi Nu, Neotrophian, Pallenian, Sigma Alpha Tau, Sigma Delta Phi and Zeta Sophian. It was assumed that the six new associations would afford opportunity for a more general participation in society work among the students. The 1921 catalog lauded the excellent opportunities for public speaking, debate and literary expression offered by membership in these organizations, but despite this optimistic note it was soon obvious that the societies no longer served the basic needs and interests of the students. After an eminent role in the history of the college, time passed them by and they ceased to exist about 1925.

The declining interest in literary societies was the result of many trends and vicissitudes in the history of higher education. Foremost among these was the tendency toward departmental specialization and the increasing importance of professional courses in college. This meant a declining number of students with interests in literary pursuits.

Even before the demise of the literary societies a new organization, the departmental club, was competing for student participation. These clubs, first organized about 1920, appealed to those with specialized interests in departmental disciplines. Some of the clubs appearing in the twenties included the History Club, Home Economics Club, English Club and the Classics Club.

The same period that saw the rise of departmental clubs likewise witnessed the organization of a number of honorary societies. As

early as 1917 a Dramatic Arts Society, restricted to students of sophomore standing and to those with at least a C average, was organized. Later came the organization of Pi Kappa Delta maintained by students who had represented the college in oratory or debate. A charter chapter of the National Social Science Honor Society, Pi Gamma Mu, was installed on the campus in 1925. A chapter of Sigma Tau Delta, a professional English fraternity, was also organized during this period.

The *Chronicle* continued as the official organ of student expression. This publication with editors and managers selected from the student body was a very commendable expression of student news and events in the twenties and was perhaps superior to that of later years. The *Spectrum*, established in 1910, became the popular annual of the school published by the senior class. Also for the guidance of new students, a handbook was published each year.

The college seal was originated when the architect drew the plans for the Barbara Pfeiffer Memorial Hall. The drawings showed a series of medallions surrounding the proscenium arch. With plans for the use of Pfeiffer auditorium as a theater, the medallions represented alternately comedy and tragedy. Since the building was to be used as the college chapel, Rall suggested that each alternate medallion carry the symbols of a book and a lamp representing truth and light. The president added the motto "Lux aud Veritas" borrowed from Yale University.

Three celebrations of historic interest were held during the Rall period. The first, held on May 17, 1920, commemorated the semi-centennial of the laying of the cornerstone of the main building. The program included addresses on the highlights of the historical evolution of North-Western by a number of professors and alumni. Included in the service were episodes of historic interest, such as laying the cornerstone, faculty days in the seventies, the first chapel service and the first literary society meetings, performed by the booster clubs of various states. An evening session was presided over by ex-President H. H. Rassweiler with the major address on the subject "Naperville and Its College" delivered by Rollo N. Givler, local newspaper editor.

The progress and growth of North Central College forms an integral part of the history of the village of Naperville. Consequently, it was logical that the college participate in the celebration of the Naperville centennial in 1931. A pageant was performed on June 5, with one episode constituting a re-enactment of the laying of the cornerstone of Old Main building.

The third event was the seventy-fifth anniversary of the founding of North Central College observed in 1936. This Diamond Jubilee was celebrated by a pageant held on College Day, May 15, 1936,

under the direction of Henry Augustine Smith, grandson of the first president. The pageant depicted the history and contributions of outstanding leaders of the college. H. E. White of the English department wrote a commemorative ode for the occasion and Chester J. Attig prepared a historical sketch of the first seventy-five years of the institution.

The year preceding the Diamond Jubilee celebration brought the death of North Central's famous alumnus, James H. Breasted. To express in some measure his Alma Mater's recognition and appreciation of the work of this distinguished scholar, a memorial service was held on December 12, 1936. George J. Kirn, dean of the college and a classmate of James Breasted and Martin Sprengling of the University of Chicago, a colleague of Breasted, delivered memorial addresses.

The same year that brought death to the distinguished alumnus also witnessed the passing of the last of the pioneer instructors of the college, Henry Cowles Smith. Smith's activity during advanced years of retirement included daily practice at the piano, long brisk walks and a continued interest in reading and scholarly pursuits. As an article in the *Alumni News* stated: "Only a few days before his death at the age of 96, he sat studying Sanskrit and reading Latin in his favorite chair."

The traditional sympathy of students of North-Western College for temperance and law enforcement continued into the modern Prohibition period. The wave of lawlessness that began to sweep the nation, especially the evasion of national prohibition after 1920, brought protests from the students. A petition carrying 493 signatures was forwarded to President Calvin Coolidge in 1923 deploring the national trend toward lawlessness and expressing the support of the students for the president in enforcement of all laws. President Coolidge acknowledged the petition and expressed his appreciation of this support through a note from his official secretary.

The momentum of life in the "jazz age" with the daring ventures of gangsters including Al Capone, the revolution in moral standards and the challenge to fundamentalism must have been shocking to those students imbued with the traditional concepts of religion and coming from Evangelical families in small towns or rural communities.

The seriousness of college life and the physical exertion inherent in the competitive struggle for academic standing was occasionally modified by exhibition of a subtle sense of humor. Some student writing concerning his resolute pursuit of the mastery of French summarized his experience dolefully:

"Miss ..... is my teacher, I shall not pass.  
She maketh me to translate hard sentences; she expresseth my



ignorance before the whole class. She bringeth me great sorrow. She causeth me to give rules and definitions for her sake. Yea, though I study till mid-night I shall gain no knowledge; for nouns and verbs sorely trouble me. She prepareth for me hard exams and giveth me low grades. My patience and good nature forsaketh me. Surely zeros and failures shall follow me in all the days of my study and I will stay in the French class forever.”<sup>1</sup>

Because of the close relationship between North Central College and the church, a brief summary of the major innovations affecting this institution is in order. It will be recalled that the college was founded by the Evangelical Association of North America. This association was weakened by a division in 1892 which resulted in two bodies, the Evangelical Association and the United Evangelicals. In the struggle for control of institutions, the Association took over administration of the college. As this division reflected more of a clash of personalities than of deep-seated doctrinal differences, efforts toward healing the breach were evident in a few years. The reunion was consummated in 1922 and the Evangelical Church came into existence. The merger of the Evangelical Church with the United Brethren in 1946 to form the Evangelical United Brethren Church was of major interest to the college. The exact effects of this denominational merger on the collegiate institutions of the church can be more concisely evaluated by future historians.

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<sup>1</sup> Published in the *Chronicle* November 9, 1920.

## CHAPTER 36

### COLLEGE FACES SECOND WORLD WAR

The coming of World War II with the Pearl Harbor disaster on December 7, 1941, brought many new and perplexing problems for the college. The swift moving national crisis brought about three issues demanding the immediate attention of the administration. These embodied the question of acceleration of the academic schedule, the revision and addition of courses to conform to the demands of national defense and the necessity of offering special counsel to young men subject to national service.

Chief among the projects for acceleration of the academic schedule was the provision for an eight-weeks summer session, the first in the history of the college. Rall reported in April, 1942, that some twenty-five students had already enlisted in the Naval and Marine Corps reserves and were returning to the college to complete their course before entering the service as reserve officers.

The problems that confronted a college president during the war period multiplied in proportion to those of executives in industry, leaders of national defense or personnel in government. The first summer of the war (1942) found the president at North Central directing the summer session, conducting correspondence with military and naval officials regarding training programs for the college and problems relative to the enlistment and deferment of students.

The establishment of the various forms of enlistment in the Army and Navy Reserve Corps on an inactive basis permitted a number of students to remain in college for an additional semester or more. North Central was assigned a quota of 130 for the Army Enlisted Reserve Corps—the simplest process of enlistment in 1942. However, this required six or seven documents for each student, a physical examination and actual induction at a recruiting office.

The college along with many similar institutions throughout the nation was assigned an Army Specialized Training Unit which was activated on August 9, 1943. The authorities entered into contract with the war department to provide instruction, subsistence, housing and medical services for the men. Irvin F. Keeler, professor of Mathematics, was appointed supervisor of curriculum for the project. Kaufman and Bolton halls and Merner Field House were approved as barracks for the trainees.

The first contingent that began training in August, 1943, comprised 208 men from thirty-four states. This training program made

it possible for the college to continue somewhat normal operations during the closing two years of the war period.

College personnel was able to report in 1943 that certain campus activities had been conducted successfully in spite of reduced enrollment. Young ladies occupied many important positions, such as editor of the *Spectrum*, publisher of the *Chronicle* and student comptroller. For the first time in thirty years there was no football team in 1942. The ASTP played only two games of touch football with Wheaton, and engaged primarily in intramural basketball. By 1944 with the end of the war in Europe approaching and the beginning of the end of war in the Far East, college officials formulated policies and plans for the post-war era.

The colorful and progressive administration of Edward E. Rall came to a close with his resignation in 1946. The thirty years under Rall's leadership brought many new and successful innovations in the progress of the institution. His ability to plan and promote financial campaigns on behalf of the college carried the institution to higher planes of economic security than had been known in its history.

The 1946 *Spectrum* gave special recognition to the thirty years of service rendered by Rall to the college:

"Through thirty years of tireless and often unacknowledged effort, President Edward Everett Rall has proven an able administrator and has given unstintingly of his time and strength to create in North Central College the kind of college of which all may be justly proud. This year his regular responsibilities have been augmented by the planning of new buildings which will greatly increase dormitory facilities, the registration of returned servicemen, and the problem of housing a larger group of students than this college has seen since before the war. His interest in the many varied activities about the college is without bounds and his office much frequented by advice-seeking students. Graduates of these past three decades can be proud to have been students during his administration."

After retirement Rall maintained a vital interest in the progress of the college, and frequently returned to the campus for special events and to visit acquaintances in Naperville. In 1956, he was awarded the highest honor bestowed by the institution in receiving the honorary degree of Doctor of Laws. The former president was active in the procurement of funds to meet the prescribed goals outlined for the Centennial observance of North Central held in 1960-61.

**PART V**

**Climax of the Century**

**1946-1961**





## CHAPTER 37

### INAUGURATION OF SIXTH PRESIDENT

The last period in the centennial history of North Central College began with the election of C. Harve Geiger to the presidency in May, 1946. Before coming to North Central, Geiger had served as a member of the staff of Coe College for eighteen years.

Geiger was born on a farm near Milford, Indiana, on June 22, 1893. His first collegiate experience was as a student at Manchester College from 1915 to 1920. About 1920 he enrolled at the University of Chicago from which he received the Bachelor of Philosophy degree in 1922. Following graduation from the University of Chicago he served as instructor in the high schools at Kankakee and Beardstown, Illinois. His first teaching experience in college was at Iowa Wesleyan where he was appointed assistant professor of Education in 1925.

After serving two years at Iowa Wesleyan, Geiger taught at the University of Dubuque one year. In 1928 he joined the staff of Coe College, an institution he served until 1946.

To prepare for greater service as an educator, Geiger began graduate training at Harvard University from which he received the Master of Education degree in 1928. He later entered the graduate school of Columbia University which conferred upon him the Doctor of Philosophy degree in 1940. Because of his contributions to the field of education and literature he was awarded the honorary degree of Doctor of Laws in 1946 by Coe College and the Doctor of Letters in 1947 by Carroll College.

Geiger brought to North Central College not only a rich background as an educator, but also a wide experience as a public speaker, a civic promoter and a church leader. In addition to membership and responsibilities in educational and professional organizations, he served in many civic capacities while at Coe College. These activities included work with the Boy Scouts, service on hospital boards and community chests.

The inauguration of the new president was held on April 18, 1947, in the Barbara Pfeiffer Memorial Hall. The *College Chronicle* spoke of the significance of the occasion as "the beginning of a new era at North Central College, and the presence of over 150 delegates from other schools throughout the country helped to add pageantry to this great occasion." The highlight of the ceremony came when Duane Buholz, the Reverend Dewey Eder, Dean C. E. Erffmeyer, and Bishop George Epp charged President Geiger to uphold and

further "the cultural, spiritual, intellectual and fraternal standing that has long been integral to North Central and her students."

In the inaugural address Geiger related the contributions of church colleges to the early history of higher education in America. He indicated that the objectives of the church-related college were just as worthy and as critically needed today as in the years when Harvard and Yale were founded by the Puritan fathers. As a distinct contribution to education, the new president felt that the church college must unite the liberal arts with the Christian interpretation of life. It was pointed out that the modern private college could not endure merely on a past record, glorious as it might be, but on a distinctive type of education that was needed as much in 1947 as in 1636, the year Harvard was founded.

The Geiger administration witnessed the continued expansion of the college program, particularly in the extra-curricular division. The modern college was expected to perform for its students many services unknown fifty years ago. This demand for increased services necessitated expansion in college activities, not merely reflected in an increasing specialization in curriculum, but in a more diversified social program, new student organizations, improved library and laboratory facilities, professional services in counseling and testing and more dynamic planning in the critical area of finance. Because of the greater demands of society upon educational institutions, the cost of maintenance increased. These constituted some of the challenging innovations that confronted the Geiger administration.

The Board of Trustees on April 19, 1956, recognized the ten-year service of Geiger as president. In recognition of the progress experienced by the college in this period the Board adopted a resolution as follows: "RESOLVED: that we hereby express our sincere gratitude and deep appreciation to Dr. Geiger for his excellent executive leadership and faithful service to the faculty and students and that a suitable plaque be presented to Dr. Geiger at the 1956 commencement exercises in June by the local members of the Board of Trustees."

Geiger, in his report to the Board of Trustees, entitled "After Ten Years," again expressed his confirmed faith in the purposes and aspirations of Christian education and in the program and philosophy of North Central College.

After a service of fourteen eventful and transitional years in the history of North Central, President Geiger announced his retirement in October, 1959, effective the succeeding June. It was apparent by 1960 that the selection of a new president to direct the destiny of the institution was the most critical problem confronting the institution at the close of its first one hundred years.

## CHAPTER 38

### NEW CAMPUS STRUCTURES

The Geiger administration will be particularly remembered for the expansion of plant facilities both in the modernization of existing buildings and in the erection of new structures on the campus. It should be remembered that at the beginning of this administration there were still no dormitories for men and the facilities for women were becoming inadequate. It was evident by 1946 that plant expansion was essential if North Central were to meet the educational demands of society and the church.

For some time the educational institutions of the Evangelical Church were handicapped by the need for new buildings and increased endowments. The administrative leaders of the various colleges presented to the General Board of Christian Education an acceptable plan for a united campaign for procurement of funds. It was transmitted to the General Administrative Council of the Church, which authorized the Board of Christian Education to assist the colleges in launching the new project. The campaign launched in September, 1945, and known as the "College-Seminary Project" had among its objectives the raising of \$500,000 for North Central College and \$155,000 for Evangelical Theological Seminary.

Special studies of the needs of North Central in the post-war period were conducted by the Executive Committee of the Trustees in 1945. These studies indicated that the most immediate need was for the dormitories for men and women. Although there were only 140 men enrolled during the first post-war year (1945-46), it was difficult to find housing in private homes. Another need pointed out by the study was that the college must have a new library or an addition to the present structure. Also it revealed that North Central should have additional endowment to secure the necessary faculty and properly assimilate the anticipated post-war increase in enrollment.

The first building to be completed during the Geiger administration was the new Kroehler dormitory for women. It was decided to construct this new dormitory on the grounds donated by the Kroehler Manufacturing Company in November, 1945. As has been noted, the home of Peter Kroehler, founder of the company, was located on this property and had been used as a dormitory for women.

The first spadeful of earth for the new dormitory was turned on July 9, 1946, and construction was initiated later that month. The construction project was soon delayed because of the critical shortage of building materials prevalent throughout the United States



in the post-World War II period. In addition, there was the added problem of securing adequate laborers for such projects. The delay was so discouraging that the Executive Committee, in January, 1948, moved that every effort be made to accelerate construction so that the dedication services could be held the succeeding June. However, it was not until October that the residence hall was completed.

The dedication of the Peter Edward Kroehler Memorial dormitory was held on October 1, 1948, with approximately three hundred people assembled for the service. President Geiger spoke on behalf of the Board of Trustees, expressing their appreciation to the Kroehler Manufacturing Company for the gift that made possible the erection of the dormitory. D. L. Kroehler, representing the company, stated: "Our interest in North Central dates back to the first anniversary of the company and this same interest will continue in the future." Joyce Lehman, president of the Alumni Association, spoke on behalf of the Alumni, and Kenneth Truckenbrod represented the student body in expressions of appreciation.

To provide emergency housing for the influx of G.I.'s registering at North Central in 1946, temporary facilities had to be constructed. Contracts were negotiated with the Federal Housing Authority for the completion of nine barrack-type buildings. Six of these temporary structures were built on Fort Hill Campus and three on the main campus north of Goldspohn Hall.

The obvious need of the college for enlarged library resources was likewise a need of Evangelical Theological Seminary. Therefore, the Trustees of the Seminary, after discussing various proposals for adding a library unit to the administration building, made overtures to the Trustees of North Central College for the purchase or long-term lease of a portion of the north end of the campus for the erection of a Seminary library. The Trustees of the college did not deem it wise to lease or dispose of any part of the main campus, and after considerable study it was concluded that a building serving both institutions should be erected. Following continued deliberations the Executive Committee of the college and the seminary recommended to their respective Boards of Trustees the project of a joint College-Seminary Library; consequently, the Boards of the two institutions voted to unite in the construction of a library building on the north end of the college campus.

Ground-breaking ceremonies for the new College-Seminary Library building were conducted on April 23, 1953, with Bishop E. W. Praetorius of St. Paul, Minnesota, presiding. Actual construction did not begin until the following June, but the early ground-breaking ceremony was held so that students could participate, and also because

at the time the Trustee Boards of both schools were holding annual sessions in Naperville.

The great historical event in connection with Homecoming of 1953 was the laying of the cornerstone for the Library. A large number of alumni and friends returned for this important occasion.

The new library, opened for study and research in September, 1954, was dedicated on October 9, with an impressive ceremony in the east reading room. Open stacks for books were provided on the main floor and the mezzanines. Group and individual study space was provided in three seminar rooms, a typing room, small audio-visual room, music room and forty carrels. A special room was included to provide for the Paul Edwin Keen collection of English versions of the Bible. A room for exquisitely bound books, gifts of the Haven Hubbard Home, and other rare collections was built on the main floor.

Reference should be made to the rather unique organization of the new library. To administer such a joint-library it was necessary to form a corporation uncommon among college libraries. Articles of Incorporation were drawn-up vesting the title to the building, the books, and the endowment funds in the corporation. Both institutions contributed toward the support of the library each year an amount exceeding endowment income. Control of the library was placed in the hands of a Board of Trustees consisting of seven members (four from the college and three from the seminary).

Ruth Kraemer came to the post of librarian from a similar position at Doane College, Crete, Nebraska, in September, 1954. Edna Eastwood joined the library staff as public service librarian in 1956; Lois Fergus came the same year as technical service librarian; Celia Natzke served as assistant public service librarian from 1956. By 1957 the joint book collections of the two institutions numbered approximately 57,000 volumes and was increasing at a rate of over 2,000 books each year.<sup>1</sup>

One of the critical issues confronting the college administration after 1950 was the decline in available student housing in Naperville. President Geiger reported in April, 1953, that available housing for men in Naperville had decreased from 350 to about 160 units since 1948-49. This decline was a consequence of many factors including conversion of single rooms into apartments, the demand for housing by employees of Argonne Laboratories and of such industries as Western Electric, and the movement of people from the City of Chicago to the suburban communities.

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<sup>1</sup> A remarkable contrast to the eighty volumes in the library at Plainfield in 1868.

The college authorities in 1953 made application to the Federal Housing Agency for a loan sufficient to cover the cost of building a dormitory for men. The application was based on plans for a dormitory to provide housing for 144 men at an estimated cost of \$360,000. The loan for the new dormitory was approved and in December, 1953, the Board of Trustees authorized the erection of the new structure.

The new dormitory was erected on the former location of Johnson Hall and the Executive Committee on October 7, 1954, voted to name the new residence "Seager Hall" in honor of Lawrence H. Seager, former president of the college. The dormitory was dedicated on a very stormy October day in conjunction with the 1954 Homecoming festivities.

The new Seager Hall for men was placed in service at the opening of the school year in 1954 constituting the first experience of North Central College in operating a large dormitory for men. While the housing of a considerable number of men in a dormitory contributed to a more collective unity among male students on the campus, certain problems of administration and supervision were intensified for the dean of men and the president.

The construction of the new Kroehler dormitory for women and Seager Hall for men provided temporary relief from the housing shortage; however, it was obvious by the spring of 1955 that additional facilities would be necessary. While the college was now providing accommodations for about 350 students, Geiger expressed the opinion that housing should be provided for a minimum of 500 students which was considered essential if the institution were to accommodate the anticipated future increase in enrollment. The Board of Trustees in April 1955 resolved that another wing to Kroehler Hall be constructed to provide additional rooms for women. The Board also decreed that upon completion of this unit Kaufman Hall would be converted into a men's dormitory, and that as a long-range plan Bolton Hall be razed and an extension to Kaufman Hall be built.

Plans and specifications for a new Kroehler hall were approved at a special meeting of the Board of Trustees in December, 1955. It was estimated that approximately \$325,000 from wills, bequests and undesignated gifts was available to apply on the construction of this dormitory with approximately \$100,000 to be borrowed to complete construction.

The building was begun in the spring of 1956 and proceeded with such rapidity that the new structure was ready for occupancy by September, 1956. This addition was designated as Kroehler Hall North and the adjacent dormitory as Kroehler Hall South. Begin-

ning that year all women were housed in the dormitories on Kroehler campus. Kaufman Hall was converted into a men's dormitory; consequently, all men were now housed in dormitories on Chicago Avenue.

The last dormitory constructed during the Geiger presidency occupied the site of Bolton Hall, which had been razed. At a special meeting of the Board of Trustees on November 13, 1956, the president of the Board and the president of the College were granted authority to negotiate a loan agreement with the Housing and Home Finance Agency of the Federal Government for the construction of the new dormitory. Construction began in December and on September 14, 1957, the new structure was occupied by men of the freshman class. In recognition of the untiring services of the president on behalf of the building program, the Trustees in 1958 voted to name the new structure "Geiger Hall." According to a report by President Geiger the capacity of the various dormitories in 1957 was as follows:

Geiger Hall, completed in 1957 .....	84 men
Kaufman Hall, completed in 1928 .....	42 men
Seager Hall, completed in 1954 .....	144 men
Kroehler Hall, North, completed in 1956 .....	124 women
Kroehler Hall, South, completed in 1948 .....	110 women
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Total .....	504

Economic conditions in the 1930's and the scarcity of civilian construction materials during the Second World War meant deferment of many needed repairs on college buildings. Accordingly, a number of changes and general rehabilitations in existing structures were planned with the end of the war.

A problem before the college authorities for a number of years had been the future status of the Museum housed on the fourth floor of Old Main for more than fifty years. A study conducted in 1945 concluded that the cost of maintenance of such a collection was too great when compared with its teaching value in modern biology. Also, the space utilized by the Museum was needed for classrooms for the department of Engineering Science. Consequently, the old museum collection that had once been the pride and glory of North-Western College was now moved to less auspicious quarters in the attic of Goldspohn Hall. The department of Engineering Science that had been located in a restricted area on the third floor of Old Main was now moved to the more spacious floor formerly occupied by the Museum. Three rooms, including a drawing room, an engineering laboratory, and a workshop were created for the use of the department.



In the summer of 1949 a major renovation came with the removal of the Bookstore from the first floor to the basement of Old Main.<sup>2</sup> This gave the store enlarged quarters and made possible the creation of a first floor office for the Vice President, Harvey F. Siemsen.

The 1949 graduating class left a bequest of \$500 to be expended for the improvement and development of Smith Hall with the purpose of making the auditorium into a modern dramatics and visual education studio. The modernization project that followed was actually a continuation of that initiated in 1935 when the room was dedicated as Smith Hall in memory of Henry Cowles Smith, pioneer teacher.

The Executive Committee in 1949 approved the request of the descendants of the first president, A. A. Smith, that the "Quilty property" on the corner of Loomis and Van Buren purchased by the college be henceforth known as the A. A. Smith House. This stately old mansion was the residence of the first president of the college and was built about 1870.

The summer of 1950 brought some expansion of facilities in the Registrar's office. A room in the basement was converted into space for the work of this office. An action of far-reaching import to the historian was the construction of a vault to house the college records. These records, so indispensable to conducting research on North Central College, are now stored in fire-proof quarters.

The most ambitious remodeling project undertaken after 1950 was the conversion of the old Carnegie Library into Alumni Hall of Science. Following the removal of the library to its new location it was decided to utilize the building for the department of Biological Sciences. The structure was thoroughly remodeled and much new equipment added with contributions from the Alumni Association in excess of \$34,000. Harold Eigenbrodt, professor of Biological Sciences, in his report to the Board of Trustees in 1956, spoke of the efficiency of the remodeled structure in terms of new lecture rooms, two large laboratories and special facilities for research in Histology, Bacteriology, Genetics, and for conducting special inquiries. As an expression of appreciation for this notable service to the college, the Board of Trustees in April, 1956, resolved that the building be named Alumni Hall of Science.

The removal of the biological sciences from Goldspohn to Alumni Hall made possible more adequate space for the departments of Chemistry, Physics, and Mathematics. This removal was also an occasion for improvement and general rehabilitation of Goldspohn

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<sup>2</sup> Mrs. Bernice Koehler Smith was manager of the Bookstore for a number of years until her death in the summer of 1959 when Alyce Maechtle was appointed to the position. The Bookstore in the summer of 1960 was scheduled to move into the rooms vacated by the Student Union on the ground floor of Old Main.

Hall which involved plumbing, electrical wiring, painting, floor tiling and installing of acoustical ceilings. These improvements gave Goldspohn the appearance of a more modern structure. Major alterations were made in 1956 with extensive improvements in the general chemistry laboratory in the summer of 1957.

The Board of Trustees in April, 1956, approved a number of repairs and rehabilitation projects for other college structures. The necessity of adequate physical maintenance of campus buildings is an item that perhaps is most frequently postponed in limited budgets, which ultimately meant more costly expenditures at some future date.

During 1956-57 extensive repairs were made on properties of the college with the cost of improvements on Merner Field House alone amounting to approximately \$3,800. Other improvements were executed on Old Main, Kroehler Hall South, Pfeiffer Hall, Kaufman Hall and on most of the rental properties of the college. Most significant of these was the purchase and installation of new stage curtains in Pfeiffer Hall auditorium.

A spectacular renovation of interest to alumni was initiated on Old Main in the summer of 1959. This ambitious program, designed to make fireproof the almost ninety-year-old structure which had become a landmark of North Central and Naperville, consisted of the installation of enclosed steel stairways and modern sprinkler system, as well as the rewiring of the building. While this requisite modernization project removed some of the more antique vestiges reminiscent of the past, the basic structure of the building, including the tower, remained a symbol of North Central College.

## CHAPTER 39

### EXPANDING SERVICES

The demands placed upon the college for enlarged and better services brought many new and complicated problems for the administration. Since many of the innovations were complex and constituted fields of activity in themselves, the only solution was the appointment of personnel with professional training or experience for the tasks. It was no longer possible to concentrate these new independent services in the office of the president, the dean of instruction or the faculty. New positions had to be created.

A survey of the college staff at Plainfield or in the early years at Naperville would have revealed scarcely more than one or two individuals not involved directly in instruction of students. The agent or treasurer was perhaps the only regular staff employee concerned wholly with non-teaching duties. Merle Kuder, in his study of *Trends of Professional Opportunities in the Liberal Arts College*, states that when Charles W. Eliot became president of Harvard in 1869 only four educational officers carried on administrative duties: the president, the steward, the regent and the registrar. Tasks or petty duties falling to the teacher at North-Western in the early days that would seem improper today involved an array of responsibilities from fund-raising to landscaping the campus grounds. Most of these activities had been removed from faculty responsibility by the time of the Rall administration.

The first of the new administrative officials to receive appointment was Harvey F. Siensen. Siensen, a graduate of the class of 1920, returned to his Alma Mater as vice president of the college in June, 1949. The appointment of Siensen to this significant position was made in order to attain a twofold objective considered essential for the successful operation of a Christian college in the modern period. The first of these was the obvious need for a closer relationship between the college and the church. There had always seemed to be such a relationship, but at times it had not been sufficiently binding for the mutual benefit of the two institutions. A second objective was the obvious fact that the college must increase its endowment and general economic support if it were to adequately maintain its standing as a Christian liberal arts college.

The goals or functions of the new vice president as given by the Board of Trustees might be summarized as follows: to develop a satisfactory program of public relations between North Central College and the church; to assist in organization of new alumni groups;

to interest a larger number of Evangelical United Brethren young people in attending North Central; to assist in procurement of needed funds for endowment and needed facilities of the college.

The new vice president, respected leader of the denomination, was noted for his ability in conducting financial campaigns for church institutions. Following a number of successful pastorates, Siemsen served the church in the following executive capacities: Conference Superintendent, Freeport District, 1944-49; delegate to General Conference, 1938, 1942, and 1946; president of the Conference Board of Trustees, 1935-44. In recognition of his many services to the church and North Central College, Harvey Siemsen was awarded the honorary degree of Doctor of Divinity in 1958.

Following eight years of service in the position as vice president, Siemsen was able to report in 1960 that a total of \$2,105,445.67 had been raised during his tenure of office:

Current Funds raised 1949 to July 1, 1960 . . . . .	\$261,033.38
Centennial Funds . . . . .	1,265,794.17
College-Seminary Library . . . . .	578,618.12
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Total received 1949-1960 . . . . .	\$2,105,445.67

The growing competition for students and the need for more official contacts between the college and prospective graduates in the high schools resulted in the creation of the office of Admissions Counselor in 1950. To head this office the Trustees selected Floyd E. Thompson, a graduate of the class of 1950. The major responsibility of the new counselor was to relate the advantages of North Central College to interested students in high schools. Most of the work of the counselor was conducted in off-campus contacts. In addition to visitation with prospective high school students, the counselor cooperated with alumni, ministers, and friends in making official contacts for the college.<sup>1</sup>

A very successful activity conducted by the Admissions Office was the plan of campus visitation initiated in 1950-51. The major purpose of the program was to acquaint the prospective student with the activities, classwork, facilities and the spirit of North Central College. The off-campus visitations of the counselor brought the program and philosophy of North Central to high schools, churches, homes and summer camps. By 1957 Thompson was carrying the story of North Central College to students in some 125 high schools. Class visitations on campus have been rated highly by the visiting groups.

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<sup>1</sup> Stanley Walz was appointed admissions counselor (1959) to serve the Wisconsin and Minnesota area.



The reports of Thompson noted the increasing numbers taking advantage of this opportunity:

1950-51 .....	87	1955-56 .....	617
1951-52 .....	121	1956-57 .....	717
1952-53 .....	196	1957-58 .....	650
1953-54 .....	306	1958-59 .....	590
1954-55 .....	462	1959-60 .....	821

The work of the admissions counselor from 1950 to 1955 was concerned primarily with student procurement; after 1955, with the increased numbers seeking admission to college, attention was directed to screening and entrance restrictions as well. The admissions counselor, in cooperation with other officials, administered the competitive scholarship tests given to E.U.B. seniors who ranked in the upper half of their high school classes. The aim of the tests was to discover students capable of high scholastic attainments in college.

At the meeting of the Executive Committee of the Board of Trustees in March, 1955, a committee was appointed to study and outline the functions of a college chaplain and to bring a recommendation for appointment to the annual meeting of the Trustees that year. Geiger strongly recommended the appointment of such an official in order to strengthen the religious and spiritual life on the campus. The Trustees in April, 1955, appointed George St. Angelo, minister of the New York Street E.U.B. Church, Indianapolis, Indiana, as chaplain of the college. A dream that had been entertained by the founders of the college was at last brought to realization in 1955.

The new chaplain gave of himself with such sincerity and proficiency that he soon won the respect of the students and brought a spiritual enthusiasm that transformed religious life on campus. The entire religious program became more effective through clearly defined purposes and a more unified organization of religious activities. The work of the chaplain embraced such services as the administration of the chapel program, directing the activities of the religious societies on campus, and serving as the coordinating medium between the college community and the church.

Some of the activities administered by the chaplain's office during 1956-57 were the European Service and Study Seminar, Religious Emphasis Week, the Christian Outreach program, and Campus Youth Fellowship. The new activity that promised to be of significance to the college was the European Service Seminar conducted each summer. One summer a group of forty-one students and graduates spent two and a half months visiting a number of European countries and engaging in Christian service and study. St. Angelo indicated that the most important aspects of the visits were the contacts and the fellowship experienced with Christian young people of Europe.

An innovation of the year was the effort to unify under the various religious organizations a more effective program in practical Christianity through service and experience. Some of the projects included deputation, week-end camps for under-privileged children in Chicago, teaching Sunday school classes, working in social centers in Chicago and travel to mission centers, such as the trip to Red Bird in Kentucky in 1957.

The administrative duties essential to the operation of a college became more multitudinous with the passing of time. Some of the duties that might otherwise have fallen to the president, the business manager, or the dean of instruction, were concentrated in the office of the dean of men. To perform these duties the Board of Trustees selected a graduate of North Central, Eggert W. Giere, as dean of men and assistant professor of Political Science in 1954. The tasks assigned to the dean varied from student housing, job placement, and registration of automobiles, to the initiation of a program of self-government for students in residence halls.

Although the office of dean of women dated back to 1914, the areas of responsibility related to the office increased with the years. Like a number of other administrative officials on campus, the dean of women relinquished the role of pedagogue to devote full time to the duties of the position. Mildred Eigenbrodt assumed duties as dean of women upon the resignation of Hannah M. Frank in the summer of 1959. The many problems concerning the general supervision of the dormitories fell under the jurisdiction of this dean. Another responsibility conferred upon the dean of women in the fall of 1957 was that of serving as executive secretary of the newly-created College Activities Board.

In 1944 Clarence E. Erffmeyer succeeded Thomas Finkbeiner as dean of instruction. With the growing demands of the years, the dean no longer was expected to assume the role of teacher but devoted full time to the administration of the office. Many issues and areas of responsibility find their way to the desk of the college dean. Some of these deal with prospective students and parents of students while others relate to faculty and curriculum. At North Central the dean evaluated all applications and made the decisions for admission of students which at many colleges was delegated to the registrar.

An administrative official whose many duties are essential to the operation of a college is the registrar. Serving in this capacity was Charles C. Hower, who also was professor of Classics. The work in the registrar's office mounted with the rising number of former students and with the increasing demands of government and prospective employers. The registrar estimated that by 1956 as many

as 400 pieces of mail were sent annually to Selective Service Boards alone. The complexity of the work demanded additional personnel; consequently Nell Schar was appointed assistant registrar in 1949.

A major innovation in this office was the adoption of IBM (International Business Machines) processing of records. It was indicated that this method improved counseling and grade reporting. It was suggested that the new system also would make possible the supplying of data much more promptly than heretofore.

The evolution of faculty committees imparts in some degree the transition of the college from an institution having a restricted curriculum, small enrollment, and simple administrative structure to the modern institution of the mid-twentieth century. In the pioneer period there was little specialization in non-academic functions and the entire faculty assumed responsibility for assignments varying from discipline to maintaining fires in classrooms. Division of functions was already evident by 1904 when five standing committees of the faculty were each charged with responsibilities in Entrance and Classification, Library, Lectures and Entertainments, Rooms, and Athletics or Physical Culture. By the 1930's committees labored with such extra-curricular problems as discipline, teacher placement, social life, student aid and issues of general administrative nature.

The expansion of non-teaching administrative personnel, while very limited in relation to larger institutions and particularly state universities, created problems of respective jurisdiction of functions and general responsibility for policies. Campus-Church relationships fall by nature into the province of both chaplain and vice-president. Counseling and personnel services in general were conducted by many staff members from the domain of the chaplain, dean of men and of women, the psychology department and frequently other members of the faculty. The expanding field of publicity was primarily under the jurisdiction of the vice president, but was also performed by the chaplain, the Alumni office and the admissions counselor. While the efficiency theories of Frederick W. Taylor can never be fully applied in the operation of a college, and the responsibility of all staff members for advancing the institutional program is recognized, it seems that a more scientific integration and consolidation of non-teaching functions and more streamlined centralization of responsibility will be indispensable in the future.

## CHAPTER 40

### MODIFICATIONS IN CURRICULUM AND STAFF

The demands of students for knowledge in special fields, regulations and requirements imposed by the state and professional societies, and the interests and specializations of professors and instructors were represented in the modification of the curriculum. The tendency after 1946 was toward the continuing expansion of courses of study notable during the Rall administration. The vocational courses so popular during the depression years found growing favor, and one of the problems for the administration was a correlation of the pure liberal arts subjects with the vocational studies.

One of the most controversial curricular issues before the faculty during this period was the question of foreign language requirement and its relationship to degrees granted, to purpose, and to the destiny of the institution. The issue, which was not only peculiar to North Central but present in many liberal arts colleges, centered around the fact that training in foreign language was eliminated by a number of departments awarding the Bachelor of Science degree. This practice was considered by some members of the faculty as contrary to the best interests of a liberal arts college.

A special committee of the faculty in 1956-57 analyzed the curriculum with special emphasis upon degrees and course requirements. After extended deliberations and numerous sessions including hearings, the committee recommended the traditional two-year foreign language requirement for all students. Although some members of the committee favored a single degree (Bachelor of Arts), no recommendation for this change came from the group.

The major handicap in the development of an exclusive liberal arts college of the Oberlin-type was the general lack of sufficient endowment and financial support. Much of the increase in enrollment since 1950 was from the local suburban areas and from other sections of Illinois. Those who advocated the single degree (Bachelor of Arts) with the language requirement contended that the time for the reform was propitious in 1957, with the college on the threshold of the anticipated enrollment boom. Regardless of the merits of the various arguments, the faculty rejected the recommendation by a very close vote in the spring of 1957.<sup>1</sup>

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<sup>1</sup> A proposal to adopt a foreign language requirement for all degrees except the Bachelor of Music Education (effective in 1963) was defeated by the faculty in February, 1960.



Perhaps in no area of common interest to college faculties is there more disagreement than concerning the subject of what should constitute general requirements for all students. Such a condition results from a variety of motives extending from various training and background of a typical faculty to the ever-present vested interest in expanding one's own department or specialization. Although general agreement concerning the proper academic program for all degree-seeking candidates seems remote, the complexity of a dynamic American society demands a constant and ever-vigilant study of curriculum.

The issue concerning the proper academic course for the college was not new but indirectly had been before the institution since its beginning. It has been observed that courses in commerce were introduced shortly after relocation in Naperville and that this department was operated as a profit venture to uphold the financial integrity of the college. Courses in art and music likewise served to ease the strain on restricted budgets.

In the modern period the trend toward professional studies was promoted by the depression and the security-conscious students of the thirties. Again as in the past more practical courses were introduced to attract students and to promote the financial stability of the college. It must also be indicated that professional studies supplied a definite service to those interested in these fields. Whether or not the adoption of vocational studies was contrary to the purposes of the founders is difficult to determine.<sup>2</sup>

With the advancement of the atomic age and the emergence of the space age, the need for better qualified teachers became more imperative. In spite of the growing demand for college teachers and opportunities available in the business world, the college was most fortunate in attracting instructors with high qualifications. The professional training of the staff in 1959 was the highest for any period in the history of the institution; more had earned the Doctor of Philosophy degree than in any previous year.<sup>3</sup>

The nature of instruction at North Central placed a premium upon teaching ability with somewhat less emphasis upon research and publication. The absence of graduate training and the moderately heavy teaching schedule tended to limit ambitious programs of research. Even though interest and premiums were centered on teach-

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<sup>2</sup> Studies have indicated that the trend toward professional subjects has been least pronounced in liberal arts colleges in the East, particularly in New England.

<sup>3</sup> The president's report to the Trustees in 1959 indicated that 42 percent of the full-time faculty held the Ph.D. degree. More than 97 percent of the staff held the Master's degree.

ing ability, a number of instructors had achieved stature as scholars through published writings. The modernization, reorganization and personnel problems in the various departments from 1946 to 1960 is herewith related in some detail.

Harold E. White served as chairman of the department of English from 1916 until his retirement in 1952. White presented an urbane, scholarly manner that was inspiring to all who came into contact with him. His reading of Dicken's *Christmas Carol* became a classic on the campus. Richard M. Eastman, who had joined the staff in 1946 as one of President Geiger's first appointees, was named chairman of English to succeed Professor White in 1952. Eastman was a graduate of Oberlin College and the University of Chicago. Elizabeth Wiley, who had taught English since the early period of the Rall presidency, retired in 1955 following thirty-four years of service. Ella Schroeder Dute, assistant professor of English, continued to serve North Central since 1942, and Carolyn Berry served intermittently from 1936.<sup>4</sup> Lester Beurline came as assistant professor of English in 1955. Other instructors in the department (1959) included Delbert Earisman and Mrs. Olga Grush.

The most significant revision in the English department since 1952 was the consolidation of the freshman English course and the freshman Speech course. These were integrated in 1953-54 to establish a new course in Basic Communication, taught by instructors in English and Speech with assistance in the reading clinic from the Psychology department.

The curriculum in Literature was revised after 1952. World Literature survey was begun in 1952-53 and soon found its place beside the traditional English and American literature courses. The resulting burden of teaching these survey courses, together with the contemporary stress on literature as art (rather than history), convinced Eastman that the curriculum must be revised. The new revisions, first announced for 1957-58, featured World Literature as the standard survey course. Advanced courses were divided into four main sequences: drama, fiction, poetry and pre-professional; integrative discipline was provided by a new course in Literary Criticism and by the senior seminar.

A publication called the *Cardinal* attests to the standards of excellence in creative writing demanded by the English department. A project initiated by Professor White and the Writers Club in 1936, the annual publication was later sponsored by the department, and all English students as well as instructors could exhibit their literary talents for the enrichment of North Central.

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<sup>4</sup> Mrs. Berry was a great-granddaughter of Jonathan Blanchard, first president of Wheaton College.

The same year that brought the retirement of White from the English department also witnessed the retirement of Guy E. Oliver from the department of Speech. Oliver, like his colleague in English, had served the institution for 36 years. Upon his retirement, Glenn E. Reddick, a Ph.D. from the University of Illinois, assumed duties as chairman and associate professor of Speech in 1952. It has been noted that this department cooperated in the creation of the Basic Communication course in 1953 and assumed part of the burden of instruction. In 1954 the department began offering remedial services for students deficient in voice and articulation. Donald T. Shanower came as assistant professor of Speech in 1955 to work primarily in theater and radio. He assumed the position of manager of radio station WNOC, operated by the department, and of director of the Theatre Guild. An action of the faculty in 1957 proposed that all students, beginning with the class of 1962, pass a proficiency examination in speech or submit to corrective work in the field. The department was active and successful in debate with the team of 1953 winning the Illinois Intercollegiate Tournament.

After 1950, the Theatre Guild moved from an organization largely student-centered in finances and control (but administered by the Speech department) to a co-curricular activity of the Speech department. In some ways the Guild became an extension of the drama courses and the somewhat indiscriminate performing of plays by classes, or organizations, often with inadequate supervision, was changed to a system in which all such activities were cleared by the director of the Theatre Guild.

Edward E. Domm, who served the college as professor of Bible and Religious Education since 1912, and who was respected by students for his erudition and breadth of scholarship, retired in 1949. He was succeeded by Milton W. Bischoff who served until his tragic death in an automobile accident in 1954. James A. Will, a graduate of the college and Evangelical Theological Seminary, came to North Central as chairman of the department of Religious Education and remained until 1959.

In 1956 Will wrote that a department of Religion in a Christian liberal arts college should have three purposes: (1) to introduce the student to the heritage of the Christian faith; (2) to indicate the contemporary relevance of the Christian faith; and (3) to give specific preparation for some church vocations, most appropriately those vocations that do not usually require further graduate training in a seminary.

A reorganization of the entire curriculum of the department in line with the above objectives was carried out and approved by the faculty in the spring of 1957. The basic course, Introduction to Biblical

Literature and Theology, required of all students, was changed from four to five hours and was taught each semester of the school year. The new curriculum provided for a number of courses in the area of contemporary relevance of the Christian faith while others were designed to prepare students for service in the area of Christian vocations or special work in the church.

To carry out the new objectives of the department a second instructor in Religion became a requisite. The first such instructor, Merle A. Dunn, served only one year, returning to the ministry in the Minnesota Conference. Jacob O. Sackmann (Ph.D. Boston University) assumed duties as assistant professor of Religion in the fall of 1958 and was named chairman of the department upon the resignation of Will in 1959. William H. Nauman was selected as assistant professor of Bible and Religious Education effective in September, 1960.<sup>5</sup>

Annette Sicre, who taught the Romance Languages for thirty-three years, retired in 1954. She achieved such popularity that frequently more students sought admission to her classes than could be accommodated in a language study. Hannah Nyholm (Ph.D. University of Wisconsin) was appointed associate professor of Romance Languages in 1955 assuming the chairmanship upon the resignation of Helen Luntz in 1957. Mrs. Jane Eldon became part-time instructor in 1956 and Jack Street came as instructor in 1958.

The department of Romance Languages conducted the reading proficiency tests required of all candidates for the Bachelor of Arts degree. A considerable number of students enrolled in courses in Spanish or French to qualify for the language proficiency examinations.

Following the long tenure of Thomas Finkbeiner, Paul Schach served as chairman of the German department for seven years. Schach was followed in 1952 by Niels Kjelds who was chairman for four years when he returned with his family to their native Denmark. In 1956 James T. Jones, with graduate training at the University of Chicago, was elected chairman. Alice Meier, who served as a teacher of German and dean of women, retired in 1954. Following her resignation, Charles C. Hower began instruction in the department. In addition to his duties as registrar and teacher of German, Hower continued to serve as professor of Classics offering work in Latin and Greek, and in Word Derivation.

The Art department, under the direction of Diane Duvigneaud, instructor at the college since 1945, offered courses in the History

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<sup>5</sup> Nauman was a great-great-grandson of the first president A. A. Smith and great-grandson of H. C. Smith, long-time professor at the college.



of Art, Introduction to Art, Principles of Design, Water Color, Figure Sketching and Oil Painting. Field trips to Chicago to view designs and collections of art supplemented academic studies. Displays of the work of students and outstanding artists were presented each spring in connection with the Fine Arts Festival.

Harold J. Eigenbrodt, a graduate of the college (1921), returned to North Central in 1925 as professor of Biological Sciences after taking the Doctor of Philosophy at the University of Illinois. Eigenbrodt served as chairman of Biology for thirty-three years. Under his direction the work in Biological Sciences, as in the days of Umbach, became noted throughout the state. His sudden death on November 29, 1958, was a severe shock to the college community.

Edward N. Himmel retired from active teaching duties as professor of Botany during the year 1957-58 after forty-eight years with the college. He served as instructor in the academy for a number of years before that institution closed. Himmel's pleasing personality and Christian outlook were an inspiration to students and faculty members alike. Courses were taught by Warren N. Keck (Ph.D. Iowa) who came as professor of Biology from Coe College in 1947, and by Delbert Meyer (Ph.D. Wisconsin), instructor in Biology from 1957. The death of Eigenbrodt necessitated the appointment of an additional staff member and the college was fortunate in the securing of Russell Hanson, who was serving on the staff of the Chicago Medical School, and who came as associate professor in 1959.

Perhaps the department became best known for its success and contributions to the academic stature of the college in preparing graduates for admission to medical colleges. At the time of Eigenbrodt's death it was reported that over 200 practicing physicians and surgeons were graduates of the college and had studied in the department of Biology.

Irvin A. Koten, chairman of the department of Chemistry, was a graduate of the class of 1920 and of the University of Illinois where he received the Ph.D. degree. While at Illinois he studied under the direction of Roger Adams, nationally known chemist. Koten returned to North Central as professor of Chemistry in 1939 following service at Illinois Wesleyan and Battle Creek College. Edward M. Schap began instruction in the department in 1942 and served for sixteen years. Van V. Alderman (Ph.D. University of Chicago) came as associate professor of Chemistry in the fall of 1959.

The Chemistry department became noted for its special research projects. A tumor research project was initiated in 1954 through the interest and financial support of I. H. Einsel, prominent surgeon of Cleveland, Ohio, and classmate of Koten. This research laboratory was equipped in the basement of Goldspohn Hall and beginning

in 1955 the department received a grant from the Research Corporation of New York for research in organic chemistry. Two students majoring in the department won first place in a Chemistry Symposium under the auspices of the American Chemical Society in May, 1957.

The department of Chemistry was successful in training its majors for advanced study in graduate schools. Koten reported that a total of sixteen graduates in Chemistry had received the Doctor of Philosophy since 1939, and that some sixteen departmental majors were enrolled in graduate schools in 1959.

The faculty of North Central College and specifically C. N. Wall, professor of Physics, were guests of honor at an award dinner given by the Research Corporation at the Union League Club in Chicago on October 9, 1947. Special recognition, including a cash award, was bestowed upon Wall, who served as professor of Physics at North Central College from 1929 to 1942. Wall was cited for directing an unusually large number of undergraduate majors in physics, who continued their studies in graduate schools and received the Doctor of Philosophy degree in that subject. Over a ten-year period a total of ten physics majors from North Central continued their education in graduate school and completed the requirements for the Ph.D. degree. The attention of the industrial and educational world to this remarkable record of the Physics department at North Central College was directed by the *Trytten Report*, titled "Undergraduate Origin of Ph.D.'s in Physics." The record of North Central was even more remarkable as the *Trytten Report* indicated that three out of four of the small colleges of the nation in the ten-year period failed to produce a single Ph.D. in Physics. The number of physics majors and the consequences of the small enrollment upon the future were cited by Wall in 1947 as a serious national problem. Wall resigned in 1942 to become professor of Physics at the University of Minnesota.

Following the resignation of Wall, Harold Pepiot taught the courses in physics until 1946. Allen Page came in 1946 and remained as professor of Physics until 1952 when Verne E. Dietrich was appointed chairman of the department. The increased enrollment in physics since 1952 reflected the growing national interest in science and technology.

The expanding opportunities for engineering graduates were responsible for the increasing student enrollment in the department of Engineering Science. In fact, the increasing enrollment in 1959 began to tax the facilities of the department, particularly the course in Engineering Drawing. Enrollment in this department will in all probability continue to increase, since Carl J. Cardin, chairman since

1933, reported that industrial companies preferred young men with broad training in the arts and sciences in addition to the specialized courses in engineering. This is the type of training for which North Central College was expressly qualified to perform.

Basic to success in the Physical Sciences and Engineering is a thorough preparation in the field of mathematics. Before Mary Anice Seybold (Ph.D. University of Illinois) assumed headship of the Mathematics department in 1946, the work of the freshman and sophomore years had been streamlined by her predecessor, Irvin F. Keeler. Under Miss Seybold, these changes were preserved in essence, and in addition, North Central became a pioneer among the better colleges of the midwest in offering a section of Analytic Geometry and Calculus for freshmen. Not only did this section enable the college to attract better students, but it also served as an incentive for high schools to elevate standards in mathematics instruction. In the interest of strengthening the advanced offerings, many changes and modernizations were made, including (1959) the introduction of Modern Algebra and Advanced Calculus on a schedule of alternating years. The department usually gave one or more students preparation for graduate work each year. The distinguished Woodrow Wilson Fellowship, the highly remunerative National Defense Fellowship, and assistantships and fellowships from the leading universities are among those won by mathematics majors.

In the fall of 1952 Catherine Kay came to the department as a part-time teacher of freshman courses. As the number of sections increased, she assumed full-time work, and another part-time teacher was engaged to assist in these courses. Beverly Sieg with graduate training at the University of Wisconsin was selected as instructor (part-time) in 1959.

In the fall of 1956 the department offices were moved to the basement of Goldspohn Hall and glass display cases were provided for the enlarged and improved collection of mathematical models. The collection now rivals that of many universities.

The fields today known collectively as the Social Sciences for many years were divided into two departments, History and Social Science. Chester J. Attig taught the courses in history from 1911 until his death in 1947 and William H. Heinmiller instructed in the fields of political science, sociology and economics. These three fields of study were all incorporated under the department of Social Science until 1939. In that year Wilmert H. Wolf, graduate of North Central and Evangelical Theological Seminary, returned to the college as assistant professor of Political Science. At that time the work in this field was combined with history and the department was known as History and Political Science. This organization persisted until 1946

When the separate department of Political Science was created with the coming of N. W. McGee as professor and chairman. The courses in economics were united with commerce in 1941 to establish the department of Economics and Commerce. Heinmiller continued to teach as chairman of Sociology until his retirement in 1951.

The work in history was for many years synonymous with the name of Chester J. Attig, its chairman. Attig's versatility and popularity as a lecturer appealed to the variety of interests of students. Following the unexpected death of Attig in 1947, William McClure taught the history courses for three years. He resigned in 1950 and Clarence N. Roberts (Ph.D. University of Missouri) served as departmental chairman from that date. William Cates began as instructor in Modern European history in 1953 and in 1957 offered a course in geography. Charles C. Hower, professor of Classics, instructed in ancient history.

Three notable developments have occurred in the department of History since 1950. The first was the substitution of a new study in Western Civilization for the old freshman course in Modern Europe. This new course, taught for the first time in the fall of 1957, conveyed to the student the impact of world civilizations including China, Japan and India upon the main stream of western thought and culture. A second innovation was the adoption of more advanced and more highly specialized courses in the field of American history and the offering of area studies such as the History of Russia and the Far East. A third scholastic achievement since 1950 was the research and writing of a number of distinguished undergraduate seminar theses; some of these studies have been continued by graduates as candidates for the Master of Arts at various universities. Many history majors pursued graduate study in universities, obtaining the Master of Arts degree, while a few dating back to the Attig period have received the Doctor of Philosophy.

Interest and enrollment in political science courses increased after 1950. N. W. McGee (Ph.D. University of Iowa), who came as chairman of Political Science in 1946, has been active in state, civic and professional organizations. His courses in American Foreign Policy and Comparative Governments have been popular with students of political science. The most significant curricular change since 1946 was the transition of the basic American government course from a three-hour to a five-hour subject embracing the entire area of American government in one semester.

Eggert W. Giere joined the staff as assistant professor of Political Science and dean of men in 1954. His specialty was in the field of International Law and in 1959 he began instruction in Political Theory.



The North Central community was shocked and saddened by the untimely passing of Lowell A. Maechtle in the spring of 1955. He became a very effective lecturer of sociology following the retirement of Heinmiller. After a careful survey of prospective candidates, Richard G. Thurston (Ph.D. University of California at Los Angeles), was named as successor to Maechtle. Thurston attempted a certain degree of curricular reorganization and in 1956-57 a new course in Cultural Anthropology was offered for the first time. Some emphasis was placed on audio-visual aids and on field trips to correction institutions.

Under the chairmanship of Marcus C. Bruhn, the work in economics after 1950 was broadened to include more theory and work in business cycles. Courses in Business Cycles, Intermediate Economic Theory and History of Economic Thought were added to the curriculum under Bruhn, who resigned in 1957 to teach economics at Augustana College. He was succeeded by Harry W. Heckman (Ph.D. University of Illinois), who came with experience in both academic and government service.

A department that prospered during the decade was Education. The chairman of this department since 1948 was Allan R. Schwarz who received the Doctor of Education at New York University. The mounting demand throughout the nation for teachers was reflected in a growing enrollment in education courses preparatory to elementary and high school teaching. There was a total of approximately 450 students enrolled in the department during the year 1955-56. Reading Methods and Arithmetic Methods were offered the first time during the year 1955-56 and were taught by Lucille Schwarz, who joined the staff as part-time instructor in 1955. The continued expansion of enrollment particularly in the field of elementary education necessitated the employment of an additional staff member, and in the fall of 1959 William F. Donny came as assistant professor.

The department supervised the program of cadet teaching conducted in the public schools in Naperville and surrounding areas and administered the Teacher Placement Service for the college. During the year 1956-57 North Central students were placed as instructors in schools in Kansas, California, Nebraska, Minnesota, Wisconsin, Illinois, Michigan, and Arizona.

Beginning in 1952 the department sponsored the Northern Illinois Schoolmen's Conference. This emerged into an annual affair and by 1954 was attended by 200 principals and superintendents; that year the guests listened to an address by Alvin C. Eurich, NCC '24, vice president of the Ford Fund for the Advancement of Education.

The departments of Philosophy and Psychology were separated

in 1946 with the coming of Walter Klass to North Central as professor of Philosophy. Klass taught for eleven years before his resignation in 1957 necessitated by ill health. Reuben Schellhase (Ph.D. University of Chicago) became chairman in the fall of 1957.

Training in philosophical method was the primary objective of the courses entitled Introduction to Philosophy and Logic, while such studies as Philosophy of Culture, Philosophy of Religion, and History of Philosophy were available to those seeking more intensive specialization in the discipline. Because of the limited number of students preparing for graduate study in philosophy, the department concentrated more in courses of an inter-disciplinary interest to students with combined majors in religion-philosophy and sociology-philosophy.

H. L. Deabler was chairman of the department of Psychology fourteen years, 1936-1950. Vernon G. Schaefer, a graduate of North Central in 1926, came with experience in industry and teaching to head the department (1950-59). Enrollment and services expanded, and in 1951 Darrell E. Latham (Ph.D. University of Illinois) joined the staff, followed by Elmer Sundby in 1956.

The department of Psychology has been called upon to perform certain services which in addition to basic instruction in the field included testing, counseling, and remedial reading. The very nature of the discipline brought many practical applications for the student body as a whole. In a sense all departments were indebted to the counseling service performed by the psychologists.

Some of the courses taught in psychology were directly related to the interests and requirements in other fields of inquiry. Educational Psychology was, of course, a requirement for teaching and of special interest to the department of Education. The work in Psychology of Religion became a joint project between the Psychology and the Religion departments. The course in Social Psychology was closely related to the interests of majors in sociology.

As was noted in a previous chapter, the regular college course in Commerce was established in 1925 with James Kerr as the teacher. After a long tenure, Kerr died in 1949. Following service of three years by Charles H. Keller, Arthur R. Shoemaker came as professor of Commerce in 1952 with experience in government service as well as academic teaching.

The most sensational and perhaps the most productive measure inaugurated by the Commerce department was the establishment of the Cooperative Training program in 1952-53. Efforts were made to blend the practical with the theoretical as students participating in the plan alternated between academic courses on campus and experience in business continuing until graduation. Typical of the

business firms cooperating with the college the first year of the new program were Marshall Field and Company, Carson, Pirie, Scott and Company, and Standard Oil Company (Indiana).

Florence Koeder began instruction in Secretarial Science in 1948. In addition to courses in typing and shorthand, Mrs. Koeder served as coordinator of the Veterans' program, administrator of veterans' housing and for a time dean of women. Upon the institution of the National Defense Student Loan program in 1958, Mrs. Koeder was selected as institutional representative for North Central College.

Florence Quilling came to North Central as professor of Home Economics in 1929 and taught until retirement in 1955. Ruby Erwin began teaching in the department in 1950, and became chairman of the department upon the retirement of Miss Quilling. Dorothy Graves was selected as assistant professor of Home Economics in 1955 with specialization in textiles.

There were so many practical applications for majors in this department that opportunities on every hand awaited its graduates. Some of the graduates became teachers in high schools while others entered government service, or accepted research positions with private industries. Young women in this field were particularly qualified to become homemakers and the marital prospects for these ladies after leaving college were very promising.

The department of Physical Education conducted a regular program leading to the Bachelor of Science degree, as well as the teaching of basic courses required of all students during their freshman and sophomore years. In addition, the department supervised an ambitious program in intramural sports and administered intercollegiate competition for which colleges are widely recognized. From 1945 the work in physical education was supervised by Lester C. Belding, who served under the title of professor of Physical Education and director of Athletics. Jesse Vail came to North Central as associate professor of Physical Education and football coach in 1956. The same year, the Trustees appointed Wilbert E. Burger as associate professor of Physical Education and coach of basketball and baseball. Robert Dexheimer coached tennis from 1951 and Eggert Giere, swimming from 1955. The courses in physical education for women have been under the supervision of Cleo Tanner, who taught in this area since 1928. Charlotte Hobby joined the department in 1959 as an assistant.

The North Central College School of Music gained the distinction of becoming an associate member of the National Association of Schools of Music in December, 1948. This recognition was earned after a rigid inspection by the Association of equipment, courses of study, class records, faculty training and student enrollment.



George Luntz was appointed director of the School of Music in 1947, a position he held for ten years, succeeding C. C. Pinney. Luntz resigned in 1957 and Helen C. Watson, professor of Piano and Theory who had taught in the Music School for twenty-eight years, was appointed the chairman. Gordon Farndell came to North Central in 1952 as associate professor of Organ. Farndell, a member of the American Guild of Organists, came with considerable experience in college teaching and graduate study at the University of Michigan. The courses in education were taught by Marian Haines Schap, assistant professor in this field since 1952. Other instructors serving the School of Music included Ned E. Gardner, assistant professor of Piano since 1948; May Barron, instructor of Voice since 1953; Paul Warren Allen, professor of Voice and Klaas G. Kuiper, associate professor of Instrumental Music joined the staff in 1957.

Allen directed the Festival Chorus (Oratorio Chorus) consisting of interested musicians from Naperville as well as students; he also directed Chapel Choir and Concert Choir.<sup>6</sup> The Concert Choir made annual tours each spring representing the college in the church conferences. Kuiper conducted the college band and orchestra. These organizations represented the musical talent of the college, both professional and non-professional, and offered concerts, played at athletic contests, performed in chapel and appeared before the public from time to time.

The policy of monthly student recitals was adopted by the music faculty. Each student, above freshman standing and enrolled in applied music for credit, was required to participate in a recital each semester. In addition to participation in recitals, all students of music not only were required to attend concerts and recitals on campus but were privileged to hear outstanding artists in Chicago. The College Activities Board for several years sponsored regular trips to Chicago for events in all the fine arts.

An annual Church Music Workshop in the School of Music was instituted in the summer of 1953. Outstanding leaders in the field of church music were secured to assist in the Workshop conducted each year following commencement exercises in June and under the leadership of Gordon Farndell. The program of 1954 included lectures on rehearsal techniques, choir repertoire, the role of music in the worship service and playing the service. The Workshop was open to musicians and other interested people from the churches in Naperville and surrounding areas.

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<sup>6</sup> The reader may note with interest that the boys' and girls' glee clubs that dated back to the beginning of the century had been discontinued by this time.



The new curriculum leading to the Bachelor of Music with a major in Church Music was adopted in 1956. The course of study was organized to include studies in religious education to equip the student for special services in the church, such as the counseling of youth groups or the directing of musical programs. This course won the approval of the National Association of Schools of Music.

The Fine Arts Festival held annually during the first week of May, had its beginning in 1948. The chairman of the School of Music in cooperation with the Art and Drama departments, planned the program, which included outstanding personalities in the Arts, consisting of lectures, recitals, concerts, drama and art exhibits.

The number of members on the teaching staff of the college in 1959 was fifty-six. Of that total only nine were employed by the college at the time of Geiger's appointment to the presidency. The turn-over in staff as in the twenties was great for several reasons. Competition for talent from other institutions and the retirement of many teachers accounted for replacements in a number of fields; a few sought the financial rewards of industry and government service. Dedication to the purposes of the college and to the profession of teaching accounted for some stability in tenure.<sup>7</sup> The recruitment and retention of an adequately trained and dedicated staff remains one of the most critical issues confronting the administration in the years ahead.

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<sup>7</sup> A study conducted by the North Central Association of accredited schools and colleges several years ago showed that on the basis of average years of tenure, North Central ranked in the top third of member schools.

## CHAPTER 41

### CHANGING DISTRIBUTION OF STUDENTS

The enrollment statistics for North Central since 1946 record wide fluctuations presenting three basic trends. First came the period of rapid but temporary increase of the immediate post-World War II years; second followed a few years of decline most notable from 1950 to 1953; and third was the slow but gradual increase throughout the remaining years. Abnormal conditions resulting from the great depression and World War II contributed to the first two trends noted above; the third, or rising trend, possesses more of the marks of stability and will likely continue for many years.

The passage of the G.I. Bill of Rights providing for the education of the ex-serviceman brought an unprecedented expansion in college enrollments in the immediate post-war period. This era of expansion endured at North Central for only about four years (1946-50) and was followed by a declining trend evident about 1950 that endured for approximately three years. Fortunately for colleges and their financial obligations, the years of decreasing enrollment were few in number.

The brief period of decline following the education of the G.I. was occasioned in part by the low birth rate of depression years; from 1950 to 1954 most college students were those born during the low of the depression. A secondary factor that operated adversely on enrollments after 1950 was the outbreak of the Korean War with the drafting of manpower for the "police action." In colleges dependent upon tuition for much of their income the declining number of students forced many into deficit financing. Fortunately, the year 1952-53 brought the low for North Central, and after this date the totals began to move upward.

The forces promoting the rising enrollment after 1953 were more normal in character and perhaps more permanent. In fact, the percentage of high school graduates attending college continued to rise since the turn of the century. Geiger wrote in 1956 that "the motivations compelling college attendance were becoming stronger and more varied." The crop of "war babies" born from 1941 to 1945 and the increasing birth rate after the war brought assurance that college attendance would continue to mount. Recognition of the rising enrollment and the results for North Central College were noted in reports to the Board of Trustees in 1955, 1956, and 1957. In any event, it appeared by 1959 that the growing pressure for admission to college would not become critical until after 1960.

## Enrollment During the Geiger Administration

1947-59

<i>Year</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
1946-47 .....	605	324	929
1947-48 .....	643	331	974
1948-49 .....	670	319	989
1949-50 .....	620	305	925
1950-51 .....	503	258	761
1951-52 .....	409	243	652
1952-53 .....	340	233	573
1953-54 .....	363	271	634
1954-55 .....	426	306	732
1955-56 .....	523	324	847
1956-57 .....	574	303	877
1957-58 .....	608	355	963
1958-59 .....	590	379	969
1959-60 .....	550	356	906

The years following 1947 brought a decline in percentage of Evangelicals at North Central College. It will be recalled from a previous chapter that the percentage of Evangelicals in the student body declined from around 89 percent in the early twenties to approximately 44 percent during the low of the depression. Then, following recovery from the "hard times" of the thirties the percentages increased until 1947 when some 56.2 percent were from the college denomination. The next decade percentages were again in decline until in 1956-57 they stood at 44.5 percent, comparable to that of the depression year of 1933.

## Religious Affiliations of NCC Student Body 1957-58

Compared with 1928-29

	<i>1957-58</i>	<i>1928-29</i>
Evangelical United Brethren .....	389	383
Roman Catholic <sup>1</sup> .....	118	9
Methodist .....	85	48
Lutheran .....	52	13
Congregational .....	43	24
Presbyterian .....	39	17
Baptist .....	27	9
Episcopalian .....	17	..
Evangelical and Reformed .....	11	..
Bible Church .....	10	..
Community or Union Church .....	9	..
Unitarian .....	4	..
Christian Church .....	2	..
Christian Science .....	2	..
Miscellaneous .....	40	13
No preference .....	39	6
Totals .....	887	522

<sup>1</sup> The increasing number of Roman Catholics reflected the growing enrollment from local and suburban areas.

No effort will be attempted to analyze all the factors involved in the declining percentage of Evangelical United Brethren students. Perhaps the growing appeal of the college to communities in the Chicago suburban area had considerable influence. The loyalty of young EUB's toward their own denominational colleges was less binding after 1920. President Geiger, in reporting to the Board of Trustees in April, 1953, pointed out that only one student in five in the fourteen conferences of the North Central compact was attending a church college. The principle of allocation of territories adopted by the General Conference of the church in 1954 is apt to intensify this trend. Possibly the weakening of the spirit of denominationalism throughout the Protestant world had considerable influence.

Related inversely to the decline in percentages of EUB's was the growing number of students from Illinois. The percentage of students from the home state of the college reached a high of over 72 percent for the depression year of 1933. With recovery from the economic collapse the college began to attract more students from other states in the church territory and consequently the totals for Illinois were reduced to 58.3 percent by 1947-48. This trend was reversed after 1950 and the percentages from Illinois again increased until by 1956-57 they had reached 67.5 percent. Allocation of territories resulted in a more intensive campaign in the conferences assigned to North Central and naturally was reflected in rising numbers from Illinois and approved areas.

### Geographical Distribution of Students 1958-59 Compared with 1922-23

<i>State</i>	<i>1958-59</i>	<i>1922-23</i>
Illinois .....	665	181
Wisconsin .....	90	85
Michigan .....	44	34
Indiana .....	39	39
Ohio .....	33	46
Minnesota .....	26	45
Canada .....	7	16
Florida .....	5	0
Iowa .....	5	40
Nebraska .....	5	30
New York .....	5	10
Missouri .....	5	5
Pennsylvania .....	4	9
California .....	3	12
Cuba .....	3	0
Kentucky .....	3	0
Africa .....	2	0
Borneo .....	2	0
North Dakota .....	2	5



<i>State</i>	<i>1958-59</i>	<i>1922-23</i>
Virginia .....	2	0
Arabia .....	1	0
Alaska .....	1	2
Canal Zone .....	1	0
Colorado .....	1	4
Connecticut .....	1	0
Formosa .....	1	0
Germany .....	1	0
Hawaii .....	1	0
Hungary .....	1	0
Iran .....	1	0
Japan .....	1	1
Kansas .....	1	0
Malaya .....	1	0
New Jersey .....	1	1
New Mexico .....	1	0
Washington .....	1	4
West Virginia .....	1	0
Korea .....	0	1
Louisiana .....	0	1
Massachusetts .....	0	1
Oklahoma .....	0	2
Oregon .....	0	1
South Dakota .....	0	5
Texas .....	0	2
Wyoming .....	0	1
	<hr/> 967	<hr/> 583

The World War II years seem to have produced few changes or startling revelations in the vocational preferences of students with the possible exception that teaching strengthened its position as the leader among the professions. The other pre-war choices, such as business, ministry, and medicine, remained near the top of the list.

By 1957 the attention of the college administrators and the Board of Trustees was directed toward selection and limitation of the student body. The growing pressure for admission to college brought the whole problem of selectivity before the faculty. Prior to 1941 graduates of accredited high schools, regardless of rank, were admitted to North Central. The first limitation was established in 1941, requiring a student to rank in the upper three-fourths of his class. This rule operated until the modification of 1957, which provided that only those students ranking in the upper two-thirds of high school graduating classes were eligible for admission.

Two considerations seemed to be current in the pressure for raising admission standards. First, and apparently of greater importance, was the increasing applications for entrance. Consequently, if limitations were to be applied, the only logical policy was more

precise classification. Another observation somewhat less compulsive was that under the 1941 limitation rule many entered the "halls of learning" who did unsatisfactory work and contributed to an abnormally high probation list.

The faculty in the spring of 1957 also began to investigate the principle of limitation of total enrollment in relation to selectivity. About the same time that the two-thirds rule for admission was adopted the faculty went on record in favor of establishing a ceiling of about 900 as the maximum enrollment at North Central.

The Board of Trustees approved in principle the concept of limiting total enrollment to approximately 900 and commended the faculty for its action in requiring an applicant to rank in the upper two-thirds of the high school graduating class. The Board went on to emphasize that the entrant be of good character and "in accord with the high ideals and aims of the college." It remains for the future to determine whether strict limitation will be practical or possible as the pressure for admission to colleges becomes critical.

With attention centered on academic standards, the faculty in the spring of 1958 voted to adopt College Board Examinations for all applicants whenever the administration deemed the innovation appropriate; and in December, the faculty voted to initiate the proposed admission policy in September, 1959. It soon was obvious to those who deliberated beyond the emotional appeal of selectivity that the whole problem was closely related to the economic stability of the institution. Regardless of the merits of a program of high classification it was a known fact that the college was dependent upon a definite enrollment in order to meet its obligations and conduct its academic program. After the president presented a careful and logical discourse on the consequences inherent in the new course of action for the college, the faculty in January, 1959, voted to rescind its action and to postpone the adoption of the College Board Examinations. It was anticipated, however, that the college would be in a position to adopt these entrance examinations shortly after 1960.

Academic standards in liberal arts colleges of the Middle West were influenced by accrediting agencies of the region, particularly the North Central Association. Accreditation criteria of the Association evolved through three major phases. During the era when North Central College first won recognition and struggled to maintain its standing after World War I, emphasis was centered on minimum standards such as prescribed endowment or requisite volumes in the library. By the early thirties the North Central Association shifted emphasis from minimum requirements to evaluation of an institution in its entirety. In later years evaluation encouraged

member colleges to equal or exceed certain norms which prevailed in accredited institutions. To inform institutions with regard to standard practices, the Association presented an *Annual Survey of Current Trends* so that a college could compare and evaluate its progress with relation to other accredited schools.

From a study of this survey of 1957-58, President Geiger discovered that North Central College occupied a strong position in all but a few categories. In regard to degrees and graduate study of staff, salaries, and expenditures for instruction and library, the position of North Central was pre-eminent. Less satisfactory was its status in teacher-student ratio and average student-credit-hour load per staff member.<sup>2</sup>

In 1958, with man-made satellites soaring across the heavens and major interest focused on rocketry and intercontinental ballistics missiles, leaders of the nation turned to colleges to produce the scientists and scholars indispensable to the space age. To attract gifted students and to endow greater recognition on high scholarship, North Central College adopted an honors program in May, 1959. Admission to the program was extended to students selected on the basis of intellectual curiosity, initiative, and diligence in addition to scholarship.

### Degrees Granted—Geiger Administration

1946-1959

<i>Year</i>	<i>B.A.</i>	<i>B.S.</i>	<i>B.M.</i>	<i>B.M.E.</i>	<i>Total</i> <sup>3</sup>
1947 .....	60	21	1	3	85
1948 .....	87	37	1	3	129
1949 .....	100	47	0	3	150
1950 .....	151	76	3	5	235
1951 .....	92	54	4	8	158
1952 .....	92	61	1	2	156
1953 .....	66	38	0	3	107
1954 .....	76	27	3	1	107
1955 .....	59	41	0	6	106
1956 .....	78	36	1	6	121
1957 .....	70	33	2	4	109
1958 .....	103	46	1	2	152
1959 .....	101	53	0	5	159
1960 .....	94	39	0	2	135

In 1948 a special committee composed of Trustees and members of the staff conducted a thorough study of the practice of awarding honorary degrees by North Central College. The committee discussed possible standards upon which such degrees could be granted.

<sup>2</sup> The teacher-student ratio at North Central in 1958 was 16.2 to 1. The N.C.A. recommended a ratio of about 15 to 1 which provided the most effective learning situation.

<sup>3</sup> Information supplied by offices of Alumni and Registrar.

It was concluded that the awarding of honorary degrees should be based upon:

- a. The achievement of distinction in a field of activity.
- b. Outstanding service to the church.
- c. Evidence of outstanding social and personal character traits.
- d. A strong record of public service to community, church, and state.

The general feeling of the committee was that not more than two degrees per year should be granted. Furthermore, as a matter of sound professional and general instructional policy, members of the North Central College staff should not be considered as candidates for an honorary degree.

#### **Honorary Degrees Granted Since 1949**

- 1949—Doctor of Laws—Alvin C. Eurich  
 Doctor of Laws—John S. Stamm
- 1950—Doctor of Divinity—Otto Haenisch  
 Richard Leger  
 Samuel Frederick Mueller  
 Ernest Pieper
- 1951—Doctor of Laws—Governor Luther W. Youngdahl
- 1952—Doctor of Laws—Louis O. Breithaupt
- 1953—Doctor of Divinity—William Carl Frederic Hayes  
 Doctor of Laws—Walter H. Judd
- 1954—Doctor of Divinity—Paul V. Church  
 Doctor of Science—Harry A. Oberhelman  
 Doctor of Civil Law—William G. Stratton
- 1955—Doctor of Laws—Harold R. Heiningier  
 Doctor of Science—Gertrude H. Hildreth  
 Doctor of Divinity—Howard L. Orians  
 Doctor of Divinity—Wilmert H. Wolf
- 1956—Doctor of Laws—Edward Everett Rall
- 1957—Doctor of Divinity—Wendell Calvin Basset  
 Doctor of Education—Fred Leslie Biester  
 Doctor of Laws—Clarence Henry Faust  
 Doctor of Humanities—William Henry Heinmiller
- 1958—Doctor of Divinity—Norman W. Klump  
 Doctor of Divinity—Harvey F. Siemsen
- 1959—Doctor of Laws—Delmar L. Kroehler  
 Doctor of Literature—Edith Loose  
 Doctor of Science—Matthew Shrenk
- 1960—Doctor of Divinity—John Bischoff  
 Doctor of Education—Lester Schloerb



It might be observed that a larger number of honorary degrees was awarded during the past decade than in any comparable period in the history of the college. The number awarded since 1949 exceeded three times those granted during the thirty years of the Rall presidency. A considerable proportion of those so honored have been alumni of the college, and it seems that the high standards imposed by the committee in 1948 have been observed. There is no evidence that honorary degrees have been conferred promiscuously for economic or political advantages to the detriment of scholarship.

## CHAPTER 42

### GROWING BUDGETS

Most notable in the financial history of the college since 1946 has been the record of expanding assets and budgets. Although the increasing value of buildings and grounds resulted in part from general inflation, the figures for endowment and current assets attest to the rising financial status of the institution. This encouraging record was made possible through substantial gifts contributed by alumni and friends, efficient financial administration, increasing support from the church, and donations from the Ford Foundation.

The story of the growth in the net worth of the college during the twenty-year period, 1936 to 1956, was visibly confirmed in a report presented by the president to the Trustees in 1957. To relate more clearly the growth of the institution, two items for the year 1916 have been included in the following table:

	1956	1946	1936	1916
Current Assets .....	\$180,580	\$85,631	\$35,261	.....
Endowment .....	1,826,087	1,295,852	945,830	\$236,210
Plant .....	2,583,043	1,518,838	1,304,949	235,007
Totals .....	\$4,589,710	\$2,900,321	\$2,286,040	\$471,217

The market value of all endowment fund assets in February, 1959, reached a total of \$2,402,262. The increasing endowment together with the growing enrollment produced a corresponding rise in income. At the same time, the enlarging staff, expanding administrative officers and new services necessitated larger expenditures. Like that of most service institutions, including government, costs at North Central have risen in similar proportion. One needs only to study the budgets of a few typical years to realistically observe the expansion of the school.

<i>Income</i>	1956-57	1945-46	1935-36	1890-91 <sup>1</sup>
Endowment .....	\$69,425	\$51,960	\$40,396	\$5,431.22
Tuition—Fees .....	379,875	122,500	93,264	1,252.71
Gifts—Grants .....	54,500	21,919	11,484	1,290.86
Auxiliary Enterprises ..	296,647	81,419	55,803	.....
Student Activities .....	36,648	.....	.....	.....
Other Sources .....	21,200	4,323	4,636	7,452.00 <sup>2</sup>
Total Income ....	\$858,295	\$282,121	\$205,583	\$15,426.79
<i>Expenditures</i>				
Administrative & General	\$84,795	\$41,600	\$19,529	\$1,131.65
Instruction .....	252,912	105,130	79,770	7,262.61

<sup>1</sup> Included to show vast growth of the institution.

<sup>2</sup> Included loans in the amount of \$5,167.90.

<i>(Expenditures)</i>	1956-57	1945-46	1935-36	1890-91 <sup>1</sup>
Library .....	\$24,500	\$5,028	\$4,934	..... <sup>3</sup>
Maintenance .....	72,091	53,979	30,483	\$7,028.81
Admissions Office ....	9,700	..... <sup>4</sup>	..... <sup>4</sup>	..... <sup>4</sup>
Student Activities ....	36,648	..... <sup>4</sup>	..... <sup>4</sup>	..... <sup>4</sup>
Chaplain's Office .....	3,980	..... <sup>4</sup>	..... <sup>4</sup>	..... <sup>4</sup>
Non-educational .....	42,025	8,728	15,273	..... <sup>4</sup>
Auxiliary Enterprises ..	298,088	63,051	53,293	..... <sup>4</sup>
Other Expenditures ...	46,930	..... <sup>4</sup>	..... <sup>4</sup>	..... <sup>4</sup>
Total Expended ..	\$871,669	\$277,516	\$203,282	\$15,423.07

**Comparison of Budget for 1956-57 with an Early Budget for  
1867-68 at Plainfield**

<i>Income</i>	1956-57	1867-68
Education, incl. tuition & fees .....	\$379,875	\$704.46
Endowment .....	69,425	4,371.98
Gifts and Grants .....	54,500	230.87
Auxiliary Enterprises .....	296,647	144.00
Student Activities .....	36,648	..... <sup>5</sup>
Other Sources .....	21,200	156.25
Total Income .....	\$858,295	\$5,607.56
<i>Expenditures</i>		
Administrative & Gen'l .....	\$84,795	\$1,056.47
Chaplain's Office .....	3,980	..... <sup>5</sup>
Auxiliary Enterprises .....	298,088	..... <sup>5</sup>
Admissions Office .....	9,700	..... <sup>5</sup>
Instruction .....	252,912	3,461.88
Student Activities .....	36,648	..... <sup>5</sup>
Library .....	24,500	..... <sup>5</sup>
Maintenance .....	72,091	977.68
Non-Educational .....	42,025	92.98
Other Expenditures .....	46,930	..... <sup>6</sup>
Total Expenditures .....	\$871,669	\$5,589.01

Most significant in the financial story at North Central during the decade has been the increasing dependence upon student fees for support of the institution. The budget statistics indicate that approximately 75 percent of income received during the year 1959-60 came from tuition. The increasing dependence upon fees has been more or less continuous since the turn of the century, and it may be surprising to contemporaries that for 1890-91 only 6 percent of the college income came from this source. The mounting expenditures of the twentieth century occasioned by new services and by

<sup>3</sup> No item for library in budget.

<sup>4</sup> No expenditure for this item.

<sup>5</sup> No item in budget.

<sup>6</sup> Included under non-educational.

inflation brought marked reductions in support from endowment (approximately 33 percent in 1890-91 to 11.9 percent in 1959-60). It was hoped that with the implementation of the Centennial Development program and a more vigorous campaign for raising funds in the future, new sources of income might be procured. Despite the relatively high proportion of support from student charges, the cost of tuition at North Central remained low when compared with certain exclusive colleges in both the East and Middle West.<sup>7</sup>

North Central has been especially indebted to the church for financial support. It has been noted how endowment assets were enlarged as a result of special campaigns. Annual appropriations from the church assisted in defraying current operating expenses. The College-Seminary Library was made possible because of funds secured through the church conferences in addition to the gifts from faculty, alumni, and friends.

The United Crusade for the support of church colleges and seminaries was initiated in 1954. The goals prescribed by the Crusade allotted North Central approximately \$225,000. During the quadrennium from 1954-58, North Central received about \$35,000 each year from the Missions and Benevolence Budget of the church.

The General Conference of the Evangelical United Brethren Church meeting at Harrisburg, Pennsylvania, in October, 1958, gave special recognition to the financial challenge confronting educational institutions. To assist its colleges in defraying the mounting costs of operating accredited institutions, the denominational leaders pledged additional funds for the quadrennium, 1958-62. Provision for increased support was approved by the Conference, and Bishop Harold R. Heininger reported to the Board of Trustees in 1959 that the annual allotment from the church would amount to \$50,000 a year.<sup>8</sup>

North Central, as well as a number of other privately endowed institutions, received gifts from the Ford Fund for the Advancement of Education. President Geiger announced at a special session of the Board of Trustees in December, 1955, that the college would receive a grant from the Ford Foundation in the amount of \$170,700, one-half of which would be received by the college on July 1, 1956, and the other half not later than July 1, 1957. The grant was received with the understanding that for ten years the income derived from the investment of these funds would be used to underwrite faculty salaries. After the expiration of ten years the grant could be utilized at the discretion of the institution. An unanticipated

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<sup>7</sup> The tuition charge in 1959-60 was \$650.00

<sup>8</sup> The proportion of the North Central budget coming from the church amounted to 7 percent in 1959-60.



additional \$35,300 was granted the college from the Ford Foundation bringing the total to \$204,000 in June, 1957.

The Board of Trustees in March, 1949, authorized the formation of a committee to be known as the "Associates of North Central College." The first meeting of the Associates was held on November 12, 1949. At this meeting the president and vice president of the college outlined specific needs of the institution and the financial problems facing a small liberal arts college in the future. The major purpose of the committee of Associates was to act as "scouts" for the college, making contacts that would be of value in procuring funds, and to assist in reaching the financial goals established for the Centennial celebration.

Essential to the prosperity of any privately endowed college is an efficient and conservative administration of its financial program. North Central throughout the years has been favored by an able corps of financial advisers and college treasurers. From a study of the financial history of the college it seems that North Central suffered fewer losses from unwise investments than most comparable colleges in the nation. A part of this success may be attributed to the proficiency of the treasurers and to the expert advice and counsel of the Investment Committee. This committee, composed of business leaders and friends of the college, assisted the treasurer in the investment of endowment funds.

Following the death of F. W. Umbreit in 1941, Oscar Eby served as acting business manager for a brief period until William G. Schendel came in 1942, serving for about ten years. Orren E. Norton was appointed treasurer and business manager effective November 21, 1955, succeeding George Titman who resigned in 1955, having served for a period of three years. Treasurer Norton (NCC '32), was a commerce and accounting major.

While faculty salaries at North Central were considerably lower than schedules common in more liberally endowed private institutions, or state universities, there were marked increases during the decade (1949-1959) ranging from 88 percent for instructors to 76 percent for professors. The average annual salary of approximately \$7,000 for professors (1959) seemed to compare favorably with institutions of similar class and rank.<sup>9</sup> Although stipend was only one motivating factor in the life of a dedicated teacher, it was apparent that efforts to elevate salaries must be continued in order to compete in the market for the talent essential to maintain the high standards of the college.

Symbolic of privately-endowed liberal arts colleges, North Central experienced a long struggle for financial stability. Throughout the

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<sup>9</sup> Salaries of those below the rank of professor were considerably lower.

first forty years of the institution's history the financial picture remained unfavorable. It has been noted how this struggle was related to the scholarship dilemma and to financial crises in post-Civil War America. The twentieth century brought a more encouraging fiscal story arising in part because of gifts of philanthropists and general national prosperity, and also because of the more enlightened and liberal policy of the church in support of education.

## CHAPTER 43

### RECENT SOCIAL LIFE AND ATHLETICS

A very sensitive problem that confronted the college administration after 1946 was the task of providing a satisfactory social program to meet the demands of the entire student body. Changing social standards and convention seemed to render traditional activities obsolete. It has been noted that a committee of fifteen studied the social program in 1941 and 1942 and from this effort came recommendations and the establishment of a Student Union room in the basement of Old Main. The close of World War II and the return of the G.I. again found the issue of a more adequate social program before the college authorities.

A committee of eleven was appointed in 1946 to study extra-curricular activities and to make recommendations concerning its improvement. The committee, composed of three trustees, three staff members and five students, conducted a comprehensive survey of the then current social events. Though general agreement prevailed concerning the need for an expanded program, disagreements arose concerning the best policy for accomplishing this worthy objective. It was not until twelve years later that a broadening of the social calendar was effected.

In the spring of 1957, the faculty, after a survey of the social program in the college community, conveyed to the Board of Trustees the resolution seeking guidance in policy and practice regarding dancing: BE IT RESOLVED, that the sentence, "Dancing is not included in the college social program," be deleted from the catalog. The Board of Trustees approved the resolution contingent upon the presentation by the administration of "a plan of supervision, regulation and implementation of an adequate social program." The Board further requested the faculty to assume responsibility for the development and administration of a comprehensive social calendar designed to meet the needs of the entire student body, as well as the faculty.

Immediately following the action of the Board of Trustees approving the faculty resolution on social dancing, a joint faculty-student committee prepared a detailed report outlining a comprehensive social program for North Central. The report approved by the faculty called for a permanent governing body for all social activities to be known as the College Activities Board. The planned events each week included at least one activity of a cultural, athletic, and social nature which would appeal to a large segment of the college population.

The program went into operation in the fall of 1957. Because social dancing on campus was an innovation in the history of the college there was some fear that it might tend to overshadow all other student affairs. The College Activities Board was careful to emphasize that dancing was only one phase of the over-all plan and should by no means crowd out other worthy social events. The Board stressed the fact that the system should be conceived as educational and supplementary to the general academic program of the college.

The cultural program in the fall of 1957 included excursions to Chicago, attendance at recitals, festivals, and public lectures. The social events included formal dances, square dancing, coffee breaks and dormitory parties. It was generally agreed that the program, providing it received the full cooperation of faculty and students, would enhance the educational opportunities and social graces of all students.

The trend towards self-government for students was accelerated at North Central in the fall of 1957 when a new system was introduced in both men's and women's dormitories. The responsibility for general deportment in the residence halls, previously in the hands of the house directors, was now transferred to the students themselves. In the girls' dormitories, a president and floor counselors were elected to enforce a series of rules approved by the girls. The house director cooperated with the dean of women and with the students serving as hostess, counselor and general dormitory manager. This system of self-government stands in marked contrast to the paternal system of faculty rules of an earlier day and was very effective in the women's residence halls.

The growing complexity of extra-curricular activities and the multiplicity of student societies weakened the general interest in departmental clubs. Nevertheless a number of departmental clubs survived for students with specialization in a particular field of study. Some of the organizations with a practical application maintained popularity through the programs that appealed to the professional interests of students. Some of these clubs sponsored special programs at Christmas where invitations were extended to faculty and students of the entire school.

The college has been particularly favored by the presence of a number of honor societies, many of which are affiliated with national organizations. It will be remembered that as early as 1923 a system of honors was established and that students with high scholarship could be graduated with honors. A North Central College Honors Society was established in 1939 composed of members elected by the faculty. Candidates for this Society were required to present



ideals of honor, integrity and citizenship in addition to high scholarship. Honor societies representing the fields of speech, English, social science, biology, romance languages, and chemistry have chapters on the campus. The American Chemical Society, Chapter of Student Affiliates, organized on campus as the first in the state, was recognized by the American Chemical Society in 1942.

The Christian Associations that dated back to the pioneer period of the college continued to exist, but some of their functions were assumed in the forties by the new religious societies. Campus Youth Fellowship, formed in 1944, conducted the student Sunday school class programs in association with First and Grace Evangelical United Brethren Churches, and invited outstanding Christian leaders to address the group in Sunday evening sessions. A Religious Life Council was organized on the campus in 1945. Its functions reflected the status of religion in the life of a modern church-affiliated liberal arts college. It served as the general supervising agent over all religious activities on the campus.

The establishment of the Campus Church Community in the fall of 1957 held many significant and far-reaching implications. While some might concur that the activity was an heir of the Chapel Congregation of former days, the Church Community was somewhat more limited in scope, sponsoring lectures of a religious nature on Sunday evenings. The organization performed certain functions that tended to blend the religious ideals of the institution with that of fellowship, offering opportunity for religious experience and service within the structure of the church.

Mr. and Mrs. College Club was organized in 1955 with a membership of seven couples to provide an atmosphere of Christian fellowship to young married students. This association sponsored Sunday evening programs in an environment of food, fun, and Christian fellowship.

The modern chapel exercises remained as the direct descendent of the "prayers" that were once observed daily on the campus. The chapel service represented the entire college community at worship. Although the extended prayers and lengthy sermons were no longer the custom, the chapel program became the central core of spiritual exercises.

North Central students throughout the years have assumed an active interest and role in national affairs. It has been observed how the college leaders were intensely hostile to Negro slavery and were ardent supporters of the Union cause during the Civil War. This meant an early loyalty to the Republican party which persisted through the years. In the presidential campaign of 1928 over ninety percent of the students preferred Herbert Hoover to Alfred E. Smith,

while polls in more recent elections indicated an overwhelming preference for Thomas E. Dewey in 1948 and Dwight D. Eisenhower in 1952 and 1956. While evidence suggests that a majority of students profess loyalty to the Republican Party, the intense partisan feeling exhibited by early students was no longer so manifest.

The Young Republican Club of North Central was affiliated with the Illinois Young Republican College Federation in 1955. In 1959 the North Central organization received an award of merit for outstanding work and was cited among the best clubs in the state. Since 1957 the organization operated less on a strictly partisan basis and more on a general study of political parties and basic issues.

Perhaps the most inspirational episode in the history of the local chapter of Pi Gamma Mu occurred on May 8, 1959, when William G. Stratton, governor of Illinois, was initiated as an honorary member of the North Central organization. Stratton, an honorary alumnus of the college, was cited by N. W. McGee for his contributions to the science of government particularly in the field of administration. The initiatory ritual performed by candlelight made the occasion most impressive.

An organization established on the campus in 1959 was a Chapter of the American Association of University Professors.<sup>1</sup> The Chapter held its first regular meeting in March, 1960, with attention focused on the role the society could perform in a liberal arts college, and on methods for achieving a more collective climate of opinion on behalf of faculty interests and academic freedom.

In the immediate post-war period North Central was elated with championship football teams in 1946 and 1947. The coach of these teams was Herbert Heilman who was affiliated with the college for two years. The 1946 team closed a successful season with only one loss.

The *Spectrum* wrote of the football team of 1947 as thrilling the crowds at Kroehler Field with "their speed, power and brilliant defensive play." After winning the conference championship, the 1947 team was invited to play in the Corn Bowl Classic at Bloomington, Illinois, on Thanksgiving Day. Here the Cardinals met defeat on a snow-covered field in competition with Southern Illinois University by a score of 21 to 8.

The most successful intercollegiate competition for North Central was won by swimming teams. The Cardinal swimming team won its eighth consecutive conference championship at Augustana College on March 2, 1957. Equally meritorious was the victory of North

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<sup>1</sup> Reuben Schellhase, Richard Thurston, Marian Schap and Arthur Shoemaker were the first elected officers of the Chapter.

Central in three Mid-West invitational swimming meets with some thirteen colleges and universities participating in the events. The leading competitors for the North Central swimmers were Notre Dame, DePauw, Loyola, University of Wisconsin at Milwaukee, and Beloit College.

After 1946 North Central sponsored athletic activity in practically all sports including football, basketball, swimming, tennis, track, baseball, soccer and volleyball. The highlight of the indoor track season was the invitational track meet held on March 9, 1946, which attracted approximately 200 athletes from twenty colleges and universities located in Wisconsin, Iowa and Illinois.

The college produced two outstanding athletes after 1940. The first of these, Bill Shatzer, has been termed the "greatest athlete North Central ever produced." Shatzer excelled in football, basketball, and track while at North Central from 1939 to 1942. The collegiate world recognized this notable athlete by granting him a berth on the Little All-American team and the Illinois College Conference concurred by selecting him on the all-conference team for three consecutive years. After leaving North Central, Shatzer joined the Navy and won honors in football with the Iowa Seahawks. William Shatzer lost his life on a bombing mission in the Pacific during World War II.

The other athlete, Bill Warden, who was a student from 1951 to 1955, excelled in basketball. His record of 2,249 points in 79 competitive basketball games will likely become legendary to future athletes of North Central. Warden's record for total points in a season was 689, scored in 1952-53. He received honors by membership on the mythical Little All-American team in 1954-55. Warden's last home game on January 22, 1955, is known in athletic history as "Bill Warden Night." He was given a standing ovation when he left the game and his jersey, number 14, was retired and put in a trophy case together with a summary of his outstanding record. William Warden undoubtedly will be remembered as one of the great athletes of North Central.

It is gratifying to note that North Central has been relatively free from the misfortunes that accompany an over-emphasis on inter-collegiate sports. The symbols of predominance, such as questionable recruitment, alumni interference or pressures, or the dismissal of coaches for failure to produce winning teams, have been the exception rather than common practice. Possibly the general lack of funds has tended to limit any over-ambitious programs for producing conference or national championship teams. In spite of the desire to win and the wholesome school spirit on the part of both students and alumni, athletics at North Central remained largely a discipline for the physical and cultural well-being of all students.

## CHAPTER 44

### MEMORIALS, TRADITIONS AND ALUMNI ACTIVITIES

A college campus retains many lasting tokens of remembrance, sacred traditions and hallowed customs that evolve with passage of time. The North Central grounds abound with evidence of these survivals from the past and lore handed down concerning the existence of others. These customs and traditions become more realistic to the graduate who recalls with happy memories the experiences of his college days and the effects of education upon his life and career. It seems that the modern student is somewhat less influenced by traditional practices than was the scholar at North Central in the early twenties. Some traditions ceased to exist because they no longer conformed to the interests and customs of the modern college.

Visitors and new students arriving on the main campus may observe a small stone to the north of the sidewalk leading from the campus entrance to Old Main. They are perhaps aware that this stone is a monument to some past hero, historic occasion or special achievement of some distinguished alumnus of the past. Casual observation fails to penetrate the real significance it once held to a class of graduates back in the 1870's. This stone, so far as is known, is the oldest class memorial on campus, namely that of the class of 1876. Like certain historic relics, this memorial had a rather eventful history. After standing on the campus as a memorial to this graduating class for about twenty years, students found it to be a serious obstacle to their athletic contests. Accordingly, on "a dark night" a group of students conducted a burial service for the stone, neatly replacing the sod, and for many years this glory of an early class was forgotten. After observing an early photograph of the main campus showing the stone, President Rall came to the conclusion that this pride of an early class should be resurrected. The enthusiastic members of the class of 1929, following a careful study of old photographs and a survey of campus grounds, evacuated the memorial from its place of interment. The administration then had the boulder set in a concrete foundation as a permanent memorial to a pioneer class—the class of 1876.

Perhaps some visitors to the college would be impressed by the circular seats gracing the main campus near the memorial boulder. This object, known as "Senior Circle," was donated as a memorial by the class of 1919. It was first known as Sun Dial Circle and was specifically reserved for the use of upper-classmen only. The



*Chronicle* in 1921 warned freshmen to keep from this hallowed circle until their upperclass status became a reality. Although the sun dial disappeared, the circle was presumably reserved for seniors only.

The unique memorial gift of the class of 1923 consisted of a marble bench, two other benches constructed of wood and masonry, a bird bath and two flower urns. The location of this "miniature park" was east of the library.<sup>1</sup> The underclassmen were very appreciative of this gift which provided campus benches since the sun dial was reserved for seniors only.

Other landmarks have been forgotten and their traditions have become history. Such an example was the removal about 1935 of the fountain from the campus in front of Old Main, which for many years had been an object of class rivalry.<sup>2</sup> The junior class won the privilege of painting the fountain with their class colors on the night preceding Booster or College Day. The class colors were to be preserved on the fountain for a full year, and the class frequently endured sacrifices to see its colors displayed on the famous landmark. An article in the *Alumni News* of 1936 told how the various junior classes had to fight for their privilege against sophomores, seniors, and even pranksters from the town. The class of 1927 had to battle the unfavorable weather as well as "prowlers" in order to greet Booster Day crowds with their colors. Ultimately the struggle for possession of the landmark became so bitter that broken bones and bruised muscles sometimes resulted. The consequence was the removal of the old fountain from the campus and with its passing there came to an end one of the most bitter inter-class rivalries in the college history.

On the east wall of the old chapel, later known as Smith Hall, was a plaque honoring 382 North-Western students who served in the armed forces during the First World War. This bronze tablet donated by the student body of 1919-20 was unveiled at a special memorial service on Armistice Day, 1920. The tablet was inscribed with the names of seven college students who made the supreme sacrifice: Ralph Feik, George Giese, Arnold Hiltenbrand, Sherman Matter, Fred Raty, Harry Rude, and Emil Messelheiser. The plaque was later moved to Pfeiffer Hall. Also in the Pfeiffer Hall foyer is a memorial to former students who served as missionaries at home and abroad.

Many special improvements on campus came as a result of class memorials. Space does not permit recognition of all these worthy bequests of graduating classes. One might observe the beautiful

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<sup>1</sup> This "miniature park" was removed with the erection of the Student Union building in 1960.

<sup>2</sup> The fountain had been constructed as a memorial to the class of 1916.

stone gateway to the main campus, a gift of the class of 1941.<sup>3</sup> Strangers passing the main campus can view the beautiful sign-board identifying North Central College, a gift of the class of 1954. Naperville at night is more impressive because of the lighting of the historic bell-tower of Old Main, a memorial to the loyalty and spirit of the class of 1958. Many class gifts may be found in campus buildings. Some of the trees that beautify the main campus were planted by graduating classes particularly in the early period.

A campus event viewed with keen anticipation each fall by alumni, friends, and former students was the Homecoming festivities. It is interesting to observe that Homecoming does not date back to the beginning of athletic competition at North Central. The first reference to Homecoming is found in the *College Chronicle* of November 9, 1920, which published a brief article indicating that plans were underway for the holding of this celebration on November 20. A letter was dispatched to the alumni inviting them to return to their Alma Mater for this occasion which was to be celebrated in connection with the playing of an intercollegiate football game. The first Homecoming game was played against Monmouth on November 20, 1920, and was won by North-Western, 21 to 7. A feature of the evening was a dinner for alumni followed by a musical concert in the college chapel.

The Alumni Association at its annual meeting in 1921 decreed that the Homecoming event each autumn be conducted as a joint affair of both the college and the Alumni Association. By 1923 the festivities began with a gigantic pep rally followed by a parade to the football field composed of alumni, faculty, and students, led by a forty piece band, and closed with the first regular Homecoming banquet. Activities were added through the years and by 1945, the first post-World War II Homecoming events included a flag-raising, frosh-soph sack race, tennis tournament, soccer game, social swim, parade, football game with Wheaton College, an informal gathering of alumni and the annual banquet.

An event awaited each spring was the May Fete, which was usually held in connection with College or Booster Day. The first May Fete was held on Booster Day in 1914, at which time Ena Oertli was the May Queen. The festivity in the early years was held on the main campus as a special evening event in connection with Cornerstone Day or what later became known as College Day. At each event a May Queen was selected who would serve for a year and who received her crown from the retiring queen. As a rule the campus was crowded with visitors for the festivities. The crowning of the May King was first observed six years later in 1920. The

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<sup>3</sup> This gateway replaced the pillars donated by the class of 1914.

parades were also a special feature of College Day with each state booster club entering a float. Prizes were frequently awarded for the most original display.

The exciting muscular contest, "the tug of war," in which the freshmen and sophomores sought to pull the others through the "roaring" DuPage, began about 1920. This rope-pulling competition developed as a distinct custom of freshman initiation and later became one of the most thrilling episodes of "Woe Week."

The class of 1926 caught the true spirit of the green cap in their freshman year. This tradition was carried on through the years and became a firmly established practice. Freshman girls at first wore arm bands, but beginning with the class of 1929 the green cap was adopted and became the fixed tradition for women, also.

On a beautiful spring morning in April, 1907, the student body assembled in the chapel (now Smith Hall) with the seniors seated in the middle section directly in front of the pulpit, with the other classes in order back of them—the freshmen scarcely in the door. Others seated in the crowded chapel included seminary, preparatory and music students. Following the chapel service, President Kiehoefer called for the usual announcements. Edwin George (later professor at the Seminary) arose and announced that "the contest for the official college song will close tomorrow evening. We are offering a prize of a \$5.00 gold piece to the winner."

The next morning Albert Krug, a farm boy from Wisconsin who was a junior in college, while shaving received the inspiration to write down words to a song. He then proceeded to the home of Jessie Cowles with the suggestion that she compose the music and submit it before the deadline that evening. In the music room (then on the second floor of the south wing of Old Main) Miss Cowles composed the music for the North Central Alma Mater. Jessie Cowles and Albert Krug won the prize and four years later were married (1911). But the five dollar gold piece never was spent. As Jessie Cowles Krug later wrote: "It lay in a little red box lined with white satin until our daughter Betty graduated from N.C.C. in 1943. We two who were left decided that it had served its purpose, so we gave it back to the college to add to the Student Aid Fund."

Albert Krug was particularly qualified "to crystalize" the school spirit of his day in writing words that expressed his loyal feeling for his Alma Mater. He came to Naperville for one year of education and remained for the four-year preparatory course, four years of college and two years in the Seminary. His collegiate experience was balanced with participation in athletics, literary societies and debate. The official school song, the *Alma Mater*, bears testimony to the lofty expression of Albert Krug and Jessie Cowles Krug for North Central College.

The origin of school colors seems to have been lost in obscurity. The first reference to cardinal and white was published in the *Chronicle* in September, 1896. An early application of the colors to athletics was evident in 1901 when the College Athletic Association offered a satin banner of cardinal and white to the class victorious in the field day events that year. Athletic teams at first were not designated by the school colors and it was not until the World War I period that the terms cardinal and white were used, and the name "Cardinal" was first applied to college teams in the twenties.

For many years it was the custom for individual classes to adopt colors, mottoes, and yells. The following were colors and mottoes of the classes in 1896:

Senior—eminence; "The goal is still ahead."

Junior—yellow-white: "Through difficulties to success."

Sophomore—sky blue; "Be Thy Best Self."

Freshman—crimson-gold; "Per Augusta ad Augusta."

Many traditions of the college had their beginnings with no thought of their becoming customs by the originators. Such was the torch-light parade, described for the first time in the *College Chronicle* in September, 1912. After a brief social gathering in the chapel, the students carrying torches paraded down the various streets visiting the homes of the professors, who were forced to speak before they could "retire to peaceful slumbers." The following year the torch-light parade was concluded with a bonfire on the main campus. After the purchase of the Fort Hill Campus (or Heatherton) the bonfire was held on the hillsides of this campus. The following vivid description of the bonfire of 1925 appeared in the *Chronicle*: "The contrast of color of the lanterns, torches, and bright sweaters of the seniors, juniors, and sophomores, mingled with the drab green of the swaying willows in the background, and the whirling of the smoke and the continual cracking of the fire, mingled with the toots from the horns. . . ."

North Central College throughout most of its history has had an active and progressive Alumni Association. The Association has been very sympathetic toward the program of the college and responded favorably to the procurement of funds for the support of a better institution. About 1955 the organization broadened its activities in order to revitalize its services to the school.

The Board of Trustees in April, 1954, approved the employment of an Alumni Executive Secretary. About January 1, 1956, Jack Koten assumed his duties as the executive secretary of the Association which was established with special offices in the main building.

At the meeting of the Board of Directors of the Alumni Association in August, 1956, an expanded alumni program was instituted.



The program, particularly designed to promote and publicize the college, included a more attractive publication, the sponsorship of new area meetings, provisions for an athletic banquet each spring, and a general promotion of the bonds of allegiance between alumni and the college.

Beginning with the June, 1956, issue of the *Alumni News*, the format of the publication was revised to contain twenty pages with front and back covers printed in two colors. It was hoped that the enlarged volumes could print more extensive news and attain wider circulation.

The first annual athletic banquet honoring members of all athletic teams of North Central was held in April, 1956. Recognition was given to each team and the guests listened to an address by Rogers Hornsby, one of the immortals of professional baseball.

A project of special interest to the college was the alumni plan for the construction of a student union building on the campus. Harold Erffmeyer (class of 1928) was appointed director of the project, to supervise plans for the new building and procurement of funds. Construction of the new building began during the autumn of 1959, and it was anticipated that this newest campus structure would be dedicated during the centennial activities of 1960-61.

The Alumni Association was incorporated in January, 1957, as a non-profit organization under the laws of the State of Illinois. Jack Kotten, Executive Secretary, summarized the service of the Association to the college as follows: "The Association desires to benefit the college by furnishing it funds for scholarships and other needs, and to recruit students of high quality." Kotten also stated the fact that "no college is any stronger than its faculty, students, and alumni."

The Association initiated the practice of conferring a distinguished alumnus award in connection with the college commencement each year. John S. Stamm (class of 1909), a distinguished theologian, was selected as the first recipient of the award conferred at commencement in 1954. The recipients of this award since 1954 include:

1955—Thomas Finkbeiner (NCC '94), Professor Emeritus of German

1956—Paul S. Mayer (NCC '07), Missionary to Japan

1957—Harry A. Oberhelman (NCC '16), Distinguished Physician and Surgeon

1958—Paul A. Zahl (NCC '32), Naturalist and Biologist

1959—Mildred Rebstock (NCC '42), Distinguished Chemist \*

1960—Clarence Faust (NCC '23), Vice President of Ford Foundation

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\* Mildred Rebstock, project supervisor in Chemical Research at Parke, Davis and Company, Detroit, played a leading role in the synthesis of the antibiotic "chloromycetin."

## CHAPTER 45

### CENTENNIAL—A CENTURY OF ACHIEVEMENT

As the college approached its centennial, discussion and interest began to focus both on history and the future. The college community began to sense its indebtedness to leaders of the past who sacrificially contributed to the progress of the institution. A richer interpretation and appreciation of an institution is untenable without some knowledge of its basic roots.

As faculty and friends pondered the colorful highlights of the past, attention at the same time was focused on planning for the future. The observance of a centennial provides a golden opportunity to take inventory of the institution, survey its past achievements, detect any weaknesses in its fabric and plan systematically for a more glorious future. Major interest at North Central irrevocably concentrated on problems common to liberal arts colleges such as financial status, curricular policies, relationship to the church, and institutional purposes.

The Board of Trustees, in April, 1955, resolved that a centennial committee be appointed by the executive committee. This committee was charged with the task of analyzing needs, establishing goals, and developing appropriate programs for the observance of the centennial of the college.<sup>1</sup>

The Trustees, in April 1956, established financial goals in connection with the celebration at \$5,250,000. Modifications were later devised in the distribution of the funds.

Permanent Endowment .....	\$1,500,000
Kiekhoefer Chair of Psychology .....	250,000
Eigenbrodt-Umbach Chair of Biology .....	250,000
Nonnamaker Chair of Chemistry .....	250,000
Support of Faculty Salaries .....	750,000
Scholarship Fund .....	500,000
Student Union Building .....	500,000
Fieldhouse Endowment and Repairs .....	500,000
Dormitories .....	750,000
	<hr/>
	\$5,250,000

The centennial campaign was formally launched on October 13, 1956, in conjunction with the observance of Homecoming. About

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<sup>1</sup> Membership on the Centennial Committee included: C. Harve Geiger, Harvey Siensen, Merrill Gates, Eggert Giere, Harold Heininger, Walter Muller and Dorothy Zehnder Seder.

800 alumni, students, and friends attended the Kick-Off dinner. The speaker for the occasion was J. Gordon Howard, president of Otterbein College. The centennial keynote address was given by Bishop Harold Heininger, chairman of the Board of Trustees.

A series of committees were appointed to prepare for the centennial celebration. These included the following: Spiritual Objectives, Faculty and Academic Development, Financial Goals, History and Pageant, Alumni Activities, Publicity, and the National Cabinet. The guiding director of all centennial activities was Vice President Harvey F. Siemsen.

Most significant of the centennial committees was the National Cabinet composed of distinguished friends of the institution, an alumnus, a former president, and the current president. Members of this distinguished committee were C. Harve Geiger, president of North Central College; Edward E. Rall, former president; Harold R. Heininger, chairman of the College Board of Trustees, and Bishop of the Evangelical United Brethren Church; Win G. Knoch, Judge of the U. S. Court of Appeals; Delmar L. Kroehler, president of Kroehler Manufacturing Company; William G. Stratton, governor of Illinois, whose brother graduated from N.C.C. in the class of 1937; General Robert E. Wood, former president of Sears, Roebuck and Company and for many years chairman of the Board of that company.

Milton Stauffer, vice president of the Kroehler Manufacturing Company and a former student of the college, served as national chairman of the Centennial program. Warren Lebeck, (NCC '42), secretary of the Chicago Board of Trade, was selected as Executive Vice Chairman. Harry Oberhelman (NCC '16), directed a group of graduates numbering over 200 physicians and surgeons with the purpose of the creation of an Eigenbrodt-Umbach Chair of Biology. The chair was to be endowed in memory of these two teachers of biology each of whom gave over thirty years of service to the college.

The first conference on purpose in the history of the institution, held in September, 1958, marked the beginning of a series of sessions planned in conjunction with the centennial celebration. At this conference faculty and friends heard an address on "The University, the Church and the Church College" by Conrad Bergendorf, president of Augustana College, Rock Island, Illinois. The conference sought to reaffirm the purposes of the founders and the relevancy of such institutional objectives in the complex American society of the twentieth century.

The second conference under the auspices of the Centennial planning committee was held in October, 1959, when the faculty and eight members of the Board of Trustees, gathered at McLaren Center, Sycamore, Illinois, to discuss scholastic issues and to make recom-

mendations in five areas of exceptional interest to North Central College: (1) the faculty, its selection and work; (2) the curriculum; (3) evaluation of students; (4) extra-curricular activities; and (5) religious impact. The faculty and Trustees were particularly inspired by the two addresses of Dr. Marcus Bach, professor of Religion at the University of Iowa, and an address by Bishop J. Gordon Howard of the Evangelical United Brethren Church. From the discussions came rather extensive but specific recommendations for elevating standards of excellence for North Central College at the beginning of its second century of achievement. Implementation of these measures of excellence constituted a challenge to all concerned with the future of the institution.

The General Planning Committee for the Centennial made preparations for various celebrations of an academic and historic character to be observed during the year 1960-61. Convocations were planned with special emphasis upon science, religion, humanities, and education and with prominent national figures participating. The schedule proposed a pageant and founders day celebration to be observed on the centennial anniversary of the college, November 11, 1961. Plans were likewise formulated for a convocation emphasizing the theme of North-South Relations a century later, harmonizing with the observance of the Civil War centennial throughout the nation.

As institutional leaders outlined plans for observing the centennial, the resignation of President Geiger necessitated appointment of a new executive to administer affairs of the college at the beginning of the new century. After a careful study of the qualifications of a number of scholars, the Trustees selected Arlo Leonard Schilling (Ph.D. Purdue), at the time serving as Assistant Superintendent of Schools of Elkhart, Indiana. Schilling, the youngest president selected in the history of the college (35 years of age), attained a distinguished military record in World War II, having received the Purple Heart, the Oak Leaf Cluster, and three battle citations. His experience in various capacities in the Evangelical United Brethren Church combined with an imposing background in education made this leader pre-eminently qualified for the presidency of the college. His election signified "good news" to those concerned with the future growth, direction and academic standing of the college.

North Central contributed liberally to leadership of the church that nurtured and helped sustain it, to American society in which it performed its particular role, and to the cause of higher education and American scholarship. The historian was particularly cognizant of those forces that won high standing for North Central among American colleges. Perhaps these influences may be condensed into



three basic characteristics that have operated at North Central and in other highly-rated small colleges in North America.

North Central has operated with a limited student body and a somewhat select group of students. This made possible a direct personal contact between professor and pupil and was conducive to expended effort and independent study and thinking on the part of the student. The dedication and character of the inspired professor were transferred to the learner.

A precedent that became traditional at North Central has been the insistence upon high scholarship. This record of attainment has been won in part by a faculty that incorporated high scholastic requirements with a spirit of friendliness, inspired teaching, and dedicated helpfulness. The college administrators have striven to provide instruction that is equal to the best found in any other liberal arts college in the nation.

At North Central College the spirit of Christianity has prevailed on campus for a century. This Christian spirit has been combined with a high scholastic ideal to produce a distinctive type of education, an education envisioned by leaders of church-related colleges since colonial days. This type of education was the ideal outlined by President Smith and the founders of Plainfield College.

It has been frequently resolved that the most accurate computation of the effectiveness of a college program is reflected in the lives, interests, and contributions of its alumni. From 1866 to 1957 approximately 4,535 were graduated from North Central's halls of learning. The first president, A. A. Smith, spoke of the graduates of the early period in terms of praise for the honors they had bestowed upon their college. The graduates have continued to bring honors to themselves and their Alma Mater down through the years. Many have won distinction in various capacities in the field of education as teachers, administrators, and directors of research foundations. Some have become distinguished scientists in the disciplines of physics, chemistry and biology. Others have become noted physicians and surgeons. North Central's service to the church has been noted with many of her graduates in positions of church leadership. This service to the church began as soon as the first graduates left Plainfield College. The alumni are found in the lists of membership in professional societies, directories of American scholars and in *"Who's Who in America."* This record must even surpass the fondest dreams of the founders back in 1861.

North Central alumni have long manifested a feeling of loyalty and devotion to the purposes and program of the college. This feeling of loyalty was undoubtedly inspired by the successful nature of the academic training available and the high academic standing of

the college. A certain spirit of devotion has been displayed that seemed more evident than in many colleges. This so-called "spirit of North Central" has been a source of admiration to all who have come in contact with the college and its alumni. All graduates of North Central should be extremely proud of the rich educational heritage which they were privileged to enjoy.

North Central College made unique contributions to higher education during the first century of its history. Its crises, adversities, and progress form a part of the general struggle of liberal arts colleges in the history of America. Though many problems are manifest and the issues confronting small colleges seem insuperable, the outlook at the beginning of the second century is indeed optimistic when contrasted with the small institution that opened its doors in the village of Plainfield on a bleak November day in 1861.

## EPILOGUE

The Christian college is not simply an ideal or something that is hoped for. It is a "must" in the area of higher education, and the real Christian college will be realized when those who serve with the college are sufficiently devoted to its purposes to challenge the assumption and belief that the best in higher education is the "practical" and the "materialistic," rather than developing a faith which will be intellectually true and spiritually satisfying, and a dedication of ourselves to the highest and best of which we are capable. This is what the Christian college expects of each of us.

C. HARVE GEIGER, 1957.

## **APPENDIX**



## BIBLIOGRAPHICAL NOTE

Records at many colleges have been poorly preserved, improperly classified and in most instances inadvertently recognized. While the historical significance of records has not always been realized at North Central, they have at least been better preserved than at some institutions. It has been noted that the college has preserved a complete file of catalogs dating back to 1861, and that the *proceedings of the Board of Trustees* are available for some ninety-three years. Although the minutes of faculty proceedings date from 1872, the early deliberations yield only sparse information except for disciplinary infractions of rules. Reports of the presidents, deans and faculty to the Board of Trustees are particularly valuable for the later period.

The story of an awakening campus life and social activity is contained in the files of the student publication, the *Chronicle*, which is available except for a few issues back to the beginning of continuous publication in 1883. The annual known as the *Spectrum* portraying accounts of student life began publication in 1910. Certain spectacular campus activities and the achievements of prominent alumni are found in the *Alumni News*. This magazine published by the Alumni Association is available for the period since 1930.

Particularly valuable for the relationship between the college and the church are the issues of the *Evangelical Messenger* and *Der Christliche Botschafter*, published in the early years by the Evangelical Association. These church publications available in the College and Seminary Library cover the centennial period of the institution. The official records of the proceedings of the Illinois Conference prior to 1878 have been lost; however, much of the information relative to the work of the Evangelical Association in this state and the major decisions at each session of the conference were uncovered by John G. Schwab and H. H. Thorne in the *History of the Illinois Conference of the Evangelical Church 1837-1937*. Journals of the proceedings of the conferences in a number of states such as Wisconsin and Indiana contain information on North Central College. A number of secondary accounts including histories of the Evangelical Church were utilized by the author.

It has been cited in the introduction that the writer was favored by monographs, diaries, letters, family histories and miscellaneous accounts concerning the life and work of early presidents and instructors were furnished by relatives and friends of these college leaders. The curator of the Naperville Martin-Mitchell Museum provided information relative to local history with particular emphasis on the college. Both the Naperville *Clarion* and the Naperville *Sun* contain items of inestimable value in orientating the college with the local scene.

For general information the writer is indebted to a number of publications on the history of higher education in America. Some of these studies are concerned with the history of specific institutions while others are devoted to the general theme of education. For a very exhaustive account of the efforts of the Evangelical church in the field of higher education the author benefited from the publication, *A History of Albright College 1856-1956*, by Wilbur Gingrich and Eugene Barth. Aside from very brief historical sketches written on the occasion of college anniversaries, the only published history of the college was prepared by Professor Chester J. Attig, at the time of the seventy-fifth anniversary in 1936. This brief history gives a succinct account of some of the highlights in the North Central story.

## MEMBERS OF THE BOARDS OF TRUSTEES

Christopher Kopp .....	1861-1867	D. S. Oakes ....	1866-1872; 1884-1892
John J. Esher ..	1861-1862; 1887-1888	Charles Wabnitz .....	1866-1870
C. Hummel .....	1861-1864; 1867-1873; 1875-1879	Philip Dundore .....	1867-1870
D. B. Byers .....	1861-1862	John Esch .....	1867-1885
Michael Dice .....	1861-1864	G. A. Smith .....	1867-1871
C. A. Schnake .....	1861-1865	L. Buehler .....	1869-1873
John G. Esher .....	1861-1864	W. Horn .....	1869-1873
A. B. Shafer .....	1861-1862	J. Bossert .....	1869-1873
John C. Smith .....	1861-1864	J. Nuhn .....	1869-1871
John G. Miller ..	1861-1862; 1865-1868	Martin Brown .....	1870-1873
G. G. Platz .....	1861-1862	Fred Eggert .....	1870-1874
M. W. Steffey .....	1861-1877	W. Goessele .....	1871-1873; 1875-1876; 1887-1890
C. Klein .....	1861-1862	George Vetter ..	1871-1876; 1889-1890
Charles Helwig ..	1861-1864; 1872-1875	J. F. Berner ....	1871-1874; 1884-1886
Sam Dickover .....	1861-1864	Joseph Umbach .....	1872-1884
Louis Krebs .....	1861-1862	Wm. Whittington .....	1872-1874
Peter Bruckner .....	1861-1862	J. M. Haug .....	1872-1885
William Kolb .....	1861-1862	H. Kleinsorge .....	1874-1880
Israel Kuter .....	1861-1864	Jesse Lerch .....	1875-1879
Joseph D. Martin .....	1861-1864	D. H. Kooker .....	1875-1879
Joel Dillman .....	1861-1866	M. Pfitzinger .....	1875-1892
S. A. Tobias .....	1861-1867	H. H. Cody .....	1875-1877
Henry Rohland .....	1861-1864	William Hillegas .....	1875-1877
Henry Huelster ..	1861-1864; 1867-1873	Jacob Bechtel .....	1876-1883
J. F. Schnee .....	1862-1864	M. Wittenwyler .....	1876-1879
C. Augenstein ..	1862-1867; 1868-1871	A. Tarnutzer .....	1879-1889
G. W. Fouser .....	1862-1864	A. Vandersall .....	1879-1889
Joseph Harlacher .....	1862-1864	C. W. Anthony .....	1879-1880
Joseph Fisher .....	1862-1864	Wm. Klinefelter .....	1880-1882
H. Lageshulte .....	1862-1867; 1870-1873; 1881-1884	J. Kaufman ....	1881-1884; 1889-1890
J. Nicolai .....	1862-1865	W. J. Hahn .....	1882-1887
Rudolph Dubs .....	1862-1869	T. L. Haines .....	1882-1886
J. Hammeter .....	1862-1864	Wm. R. Rough .....	1882-1887
A. H. Schreffler .....	1862-1864	L. C. Schnacke .....	1883-1884
Elias Musselman ..	1863-1865; 1879-1883	W. G. Braeckly .....	1884-1886
Elias Hartung .....	1864-1865	H. Mattill .....	1884-1887
Henry Schelp ..	1864-1869; 1871-1873	J. G. Haller ....	1885-1887; 1890-1891
George H. Kline .....	1864-1865	M. L. Wing ....	1885-1887; 1889-1894
G. G. Platz .....	1864-1865	Albert Quilling ..	1885-1887; 1902-1925
J. Fuchs .....	1864-1865; 1869-1871; 1876-1881	C. F. Rassweiler .....	1885-1888
J. G. Frank .....	1864-1865	V. Gries .....	1886-1889
John Weingart .....	1864-1866	John Stryker .....	1887-1889
G. H. Frey .....	1865-1867	Edward B. Esher .....	1887-1889
G. Fritsche ....	1865-1867 1874-1876	L. F. Emmert .....	1888-1910
W. F. Schneider .....	1865-1869	Thomas Bowman .....	1888-1911
J. G. Gebhardt .....	1865-1866	Albert Goldspohn .....	1888-1929
P. Bechtel .....	1865-1867	William Huelster .....	1888-1889
J. Schneider ....	1866-1871; 1876-1889	J. H. Yaggy .....	1889-1911
John Schneller .....	1866-1867	S. J. Gamertsfelder .....	1889-1895
E. L. Kiplinger ..	1866-1869; 1876-1884	F. Klump .....	1889-1900; 1904-1912
		J. J. Kliphart .....	1889-1903
		L. Scheurer .....	1889-1895

William E. Grote, Sr. ....	1890-1920	A. E. Butler .....	1923-1936
I. B. Schreiner .....	1890-1897	D. L. Caldwell .....	1924-1943
J. G. Ziegler .....	1891-1924	Clinton F. Smith .....	1925-1927
William Schmus .....	1893-1902	O. W. Ferk .....	1926-1938
G. W. Hielsher .....	1893-1894	D. C. Ostroth .....	1926-1927
A. Wichman ...	1893-1896; 1898-1903	A. Heidinger .....	1926-1932
S. F. Brown .....	1894-1900	L. Sohl .....	1927-1933
Charles P. Lang .....	1894-1895	H. W. Graunke .....	1927-1934
J. G. Litt .....	1894-1903	Ernest J. T. Moyer .....	1927-1954
A. L. Houser .....	1895-1905	H. H. Kellerman .....	1928-1949
E. M. Spreng .....	1895-1922	A. W. Augustine .....	1928-1933
C. Staebler .....	1895-1903	E. F. Stephan .....	1928-1939
F. F. Doescher .....	1896-1897	Thomas Finkbeiner .....	1928-1936
J. C. Breithaupt .....	1897-1928	H. C. Hoesch .....	1929-1932
R. W. Reichman .....	1900-1912	C. V. Wellner .....	1929-1935
W. A. Koehler .....	1900-1904	A. H. Doescher .....	1929-1938
W. H. Messerschmidt ....	1902-1904	J. C. Schaefer .....	1929-1949
S. H. Baumgartner .....	1902-1905	William E. Grote .....	1931-1936
A. Kramer .....	1902-1912	G. E. Epp .....	1931-1951
A. Quilling .....	1902-1925	C. L. Hartman .....	1932-1935
M. Schoenleben .....	1902-1926	H. E. Norenberg .....	1932-1942
G. T. Domm .....	1903-1916	R. R. Strutz .....	1932-1944
C. F. Erffmeyer .....	1903-1915	E. G. Moede .....	1933-1952
H. P. Merle .....	1903-1921	Henry Pfeiffer .....	1933-1939
H. Piper .....	1903-1922	Annie Merner Pfeiffer ....	1933-1946
John G. Schwab .....	1904-1919	E. H. Dahm .....	1935-1953
J. H. Breisch .....	1905-1916	Golden Thompson .....	1935-1946
H. C. Schluter .....	1905-1916	J. C. Messerschmidt .....	1935-1944
C. Schneider .....	1911-1919	Marvin Rickert .....	1935-1940
F. W. Ramsey .....	1912-1926	W. H. Ecki .....	1936-1937
Isaac Good .....	1912-1914	F. L. Biester .....	1936-1951
S. P. Spreng .....	1912-1917; 1923-1930; 1933-1936	O. W. Matzke ..	1937-1939; 1946-1951
J. R. Niergarth .....	1913-1922	O. L. Grauberger .....	1937-1940
G. E. Bohner .....	1913-1925	W. E. Rilling .....	1937-....
E. G. Eberhardt .....	1913-1931	W. C. F. Hayes .....	1937-1944
C. L. Sorg .....	1915-1934	R. H. Mueller .....	1937-1944
C. F. Alstedt .....	1915-1919	Clarence Perkins .....	1939-1955
S. M. Hauch .....	1916-1931	John H. Iszler .....	1939-1952
G. Heinmiller .....	1917-1920	C. R. Steelberg .....	1939-1942
E. W. Praetorius .....	1917-1929	Lester A. Schloerb .....	1939-1954
G. P. Cawelti .....	1917-1923	John Kossin .....	1940-1942
Lawrence H. Seager .....	1920-1923	John D. Rein .....	1940-1946
W. C. Nuhn .....	1920-1939	H. A. Hagemeier .....	1941-1946
C. F. Strutz .....	1920-1925	C. E. Nichols .....	1941-1946
E. Burgi .....	1920-1929	C. L. Allen .....	1942-1956
C. E. Maves .....	1920-1937	Torrey A. Kaatz .....	1942-....
E. F. Haist .....	1921-1922	M. L. Kaseman .....	1943-1944
William Womer .....	1921-1929	Roy W. Berg .....	1943-1949
E. S. Faust .....	1922-1956	E. S. Wegner .....	1943-1956
J. H. Oehlerking .....	1922-1928	Paul Petticord .....	1944-1945
Mrs. Elizabeth Simpson ..	1923-1946	A. G. Martin .....	1944-1950
G. C. Meyer .....	1923-1935	E. P. Gamber .....	1945-1950
Henry H. Rassweiler .....	1923-1928	E. C. Schneider .....	1945-1956
		Leroy R. Geiger .....	1944-1955

W. B. Tarr .....	1945-1956	T. E. Jesske .....	1956-....
Howard K. Baurenfeind ...	1946-1951	N. C. Liesemer .....	1956-....
H. W. Riegel .....	1946-1956	Edward Rieder .....	1956-1957
O. K. Schlesselman .....	1950-1955	E. M. Schendel .....	1956-....
Wilmert H. Wolf .....	1950-....	Harold Sell .....	1956-....
Frederick Faist .....	1950-....	Milton E. Stauffer .....	1956-....
John W. Bartel .....	1950-....	G. A. Steeby .....	1956-1958
Harold L. Nauman .....	1951-....	Paul Uebele .....	1956-....
Harvey Mehlhouse .....	1952-1955	Wendell Freshley .....	1956-....
Harvey A. Schwab .....	1952-1955	David Loose .....	1956-1959
Charles E. Fogg .....	1953-1954	Le Roy P. Roesti .....	1957-....
Floyd E. Bosshardt .....	1954-1957	R. W. Faulkner .....	1957-....
Russell Frank .....	1955-....	H. L. McQuarie .....	1957-1960
Dorothea Zehnder Seder ...	1955-....	Roger Stressman .....	1958-....
E. W. Reichert .....	1955-....	Irvin F. Keeler .....	1959-....
Harold R. Heininger .....	1955-....	Margaret S. Dahlberg ....	1960-....
John Bouldin .....	1956-....	Harold A. Erffmeyer .....	1960-....
Milton Giese .....	1956-....	Daniel Ruge .....	1960-....
Malcolm George .....	1956-1957	Charles Schwab .....	1960-....
Garland Hubin .....	1956-....		

## LIST OF FACULTY OF NORTH CENTRAL COLLEGE

### 1861-1960

Catherine M. Harlacher ...	1861-1863	F. W. Streets .....	1878-1882
John E. Miller .....	1861-1864	Henry F. Kletzing .....	1879-1896
J. E. Rhodes .....	1861-1865	J. C. Zinser .....	1879-1881
S. W. Marston <sup>1</sup> .....	1861-1862	Lizzie Keiper .....	1879-1881
Emily Huntington Miller ..	1862-1863	Nellie M. Good .....	1879-1881
A. A. Smith .....	1862-1891	Carl A. Paeth .....	1881-1887
H. C. Smith .....	1862-1922	Jennie E. Nauman .....	1881-1884
F. W. Heidner .....	1863-1913	James L. Nichols .....	1882-1895
Emily Drew .....	1864-1865	Sadie Florence Schutt ....	1882-1885
John H. Leas .....	1865-1869	Charles W. A. Lindemann ..	1883-1884
Charles A. Bucks .....	1865-1867	Fannie E. Smith .....	1884-1896
Florence Sims .....	1866-1867	Lina E. Miller .....	1884-1885
Emma M. Corbin .....	1868-1870	Mary S. Bucks .....	1885-1933
Henry H. Rassweiler .....	1868-1888	Mary L. Coulter .....	1885-1886
Charles F. Rassweiler ....	1869-1886	M. L. Lumry .....	1886-1888
Anton Huelster .....	1870-1879	A. C. Lumry .....	1888-1889
Nancy J. Cunningham ...	1870-1896	L. M. Umbach .....	1888-1918
J. G. Cross .....	1870-1878	Pauline A. Dohn .....	1889-1890
Minnie P. Cody .....	1870-1876	Carrie Week .....	1890-1892
J. L. Rockey ...	1871-1873; 1874-1875	Mabel M. Harrington ....	1892-1893
H. H. Cody .....	1871-1876	Ella E. Drake .....	1892-1894
Mary E. Cropsey .....	1871-1872	W. W. Carnes .....	1893-1894
C. Naumann .....	1873-1874	Mattie E. Smith .....	1893-1894
Edith A. Gibbs .....	1873-1878	Omo S. Yaggy .....	1893-1900
C. D. Wilber .....	1873-1876	Lucy J. Smith .....	1894-1901
Rose M. Cody .....	1876-1877	Anna Strong .....	1894-1896
G. W. Sindlinger .....	1876-1912	Henry D. Guelich .....	1895-1897
Lizzie E. Baker .....	1878-1879	A. C. Gegenheimer .....	1895-1922

<sup>1</sup> Listed in catalogue but did not serve.



S. W. Niederhauser .....	1896-1907	Clara Bleck .....	1914-1946
W. L. Nauman .....	1896-1900	Herbert Hollopeter .....	1914-1916
Nelia T. Daniels .....	1896-1902	Louise Burton .....	1914-1917
Marion E. Nonnamaker ..	1896-1939	Mildred Brown .....	1914-1918
C. R. Friedrich .....	1897-1902	John J. Neitz .....	1914-1917
E. Burgi .....	1897-1901	Helen Williamson .....	1914-1920
George P. Nauman .....	1897-1911	Belle Voegelien .....	1915-1918
Frank H. Lane .....	1900-1904	Elizabeth Hoefman .....	1915-1918
A. Miller .....	1900-1906	Louis Condy .....	1916-1919
Susie R. Wickel .....	1900-1901	Harold E. White .....	1916-1952
E. B. Knowlton .....	1901-1902	Guy E. Oliver .....	1916-1952
Mrs. E. B. Knowlton .....	1901-1902	Frank McNally .....	1916-1918
D. W. Staffeld .....	1901-1903	Fred N. Miller .....	1916-1917
J. H. Werner .....	1901-1904	Edwin F. George .....	1916-1917
Johanna Von Oven .....	1902-1903	Helen E. Whiting .....	1916-1918
Grace A. Austin .....	1902-1909	J. H. Shantz .....	1917-1918
Luella Kiekhoefer .....	1902-1910	Arthur C. Walton .....	1917-1924
George J. Kirn .....	1902-1938	C. C. Van Voorhis .....	
Thomas Finkbeiner .....	1902-1946	.....1917 (few months—resigned)	
C. W. Smith .....	1903-1907	Thomas J. McCarter .....	1917-1918
Kathryn Fredrick .....	1903-1904	Fred R. Kluckhohn .....	1917-1920
D. V. Mitchell .....	1904-1905	John I. Carbiener .....	1917-1918
G. R. Laird .....	1904-1909	Fred Schutte .....	1917-1918
Lydia D. Smith .....	1904-1912	Earl Koehler .....	1917-1923
Ella M. Schneller .....	1905-1908	Janet M. Macdonald .....	1918-1922
Edward Rife .....	1905-1911	Elizabeth Trimmingham .....	1918-1919
A. Middleton .....	1906-1907	Pearl McCoy .....	1918-1919
Jessie Cowles .....	1907-1908	Thomas Remington .....	1918-1925
McKendree W. Coultrap ..	1907-1937	Laura Sexton .....	1918-1920
Orville M. Albigh .....	1907-1916	Francis T. Brown .....	1918-1919
Florence Kirkup .....	1907-1909	Joseph Tlusty .....	1918-1919
Mabel Beidler .....	1908-1910	Verna Medenhall .....	1918-1919
Fannie Lauver .....	1908-1912	Louise Burton .....	1918-1919
William Cooper .....	1909-1915	William H. Heinmiller .....	1919-1951
Willard McNaul .....	1909-1911	Claud C. Pinney .....	1919-1952
Marie Hubbell .....	1909-1910	Rogers D. Rusk .....	1919-1929
J. Albert Allen .....	1909-1913	Ruth Glassco .....	1919-1920
Edward N. Himmel .....	1909-1957	Ruth Brehtsprak .....	1919-1920
Frederick Fehr .....	1910-1914	Kathryn Schulz .....	1919-1921
May Tweedy .....	1910-1911	Harriet Strong .....	1919-1922
Ruth Speicher .....	1910-1914	Charles S. Horn .....	1919-1920
Elizabeth Colegrove .....	1911-1913	Edgar A. Jarman .....	1919-1921
Lawrence H. Seager .....	1911-1916	Harry T. Saxton .....	1919-1923
Richard Clark .....	1911-1912	Mildred E. Jones .....	1919-1922
Charles Bowman .....	1911-1912	Corina Rodriguez y Lopez ..	1919-1921
Chester J. Attig .....	1911-1947	Mona Hodnet .....	1920-1923
Edward E. Domm .....	1912-1949	Mamie Dentler .....	1920-1924
Clara L. Ruth .....	1912-1913	Eran O. Burgert .....	1920-1922
F. B. Wheeler .....	1912-1913	Zeta Shumaker .....	1920-1921
Bonnie Blackburn .....	1913-1914	John McElree .....	1920-1921
J. Francis Maguire .....	1913-1919	Glen Halik .....	1920-1922
Margaret A. Hittle .....	1913-1914	Georgia Nettles .....	1920-1921
F. P. Cockrell .....	1913-1914	Emily Berger .....	1920-1921
C. M. Osborne .....	1914-1917	Edwin Moebius .....	1920-1921

Margaretha Ebenbauer	1920-1943	Valera Beyler	1926-1929
Atlee Hafenrichter	1920-1922	Ethelyn Craw	1926-1929
Dessie Beeler	1920-1921	J. Beach Crogun	1926-1927
John J. McElree	1920-1921	Paul Eller	1926-1928
Mary Belle Warth	1920-1921	Raymond Guyon	1926-1927
Donald A. Fay	1921-1922	Winifred Heinmiller	1926-1927
Herbert Petrie	1921-1925	Catherine Landreth	1926-1927
Mrs. F. C. Durdle	1921-1923	Blythe Schee	1927-1928
Harry T. Kent	1921-1924	Helen D. Sims	1927-1928
Adah Allen	1921-1922	Geneva Stephenson	1927-1928
Lillian Priem	1921-1944	Ruth Zimmerman	1927-1930
Annette Sicre	1921-1954	Rosilla Ladd	1927-1928
Grover E. Hutchinson	1922-1925	Mrs. Gordon Fisher	1927-1943
John Dexter	1922-1923	John D. Henderson	1927-1929
Gladys Martin	1922-1924	Hazel May Snyder	1927-1943
Alice Meier	1922-1954	C. Leonard Bieber	1927-1947
Esther Gillette	1922-1924	Ralph E. Beebe	1927-1930
Eleanor Murphy	1922-1926	Mrs. Hermanus Baer	1928-1932
Miguel Nunez	1922-1923	Benjamin Piper	1928-1930
Calvin L. Walton	1922-1938	Dorothy Thomas	1928-1931
Dorothy McFarland	1922-1924	Elsie Lipp	1928-1929
Edith Dawkins	1922-1924	Wesley Stein	1928-1929
Clarence Erffmeyer	1922-....	Mildred West	1928-1929
Mildred Neeld	1923-1927	Mrs. Genevieve Towsley	1928-1932
Jose Fernandez	1923-1924	Grace Good	1928-1929
Walter Collins	1923-1926	Cleo Tanner	1928-....
Elizabeth Wiley	1923-1957	Clifford Wall	1929-1943
Rudolph Reiners	1923-1930	Marian Harman	1929-1936
H. W. Luehring	1923-1924	Mildred White	1929-1935
H. T. McKinney	1924-1925	Elmer Koerner	1929-1930
Marjorie Sims	1924-1926	Karl Finkbeiner	1929-1930
Rachel Sargent	1924-1929	Edwin Sullivan	1929-1930
Carl Berger	1924-1926	Mrs. Vera B. Hill	1929-1930
Reuben Mueller	1924-1926	Albert A. Krug	1929-1931
George M. Gloss	1924-1927	Florence Quilling	1929-1955
Adeline Backwell	1924-1926	Helen C. Watson	1929-....
Martha Beck	1924-1929	Jance C. Grosvenor	1930-1931
George Schneidenbach	1924-1925	Ruth Haroldson	1930-1933
Marlo Berger	1924-1925	Frederick Toenniges	1930-1947
Wendell Krull	1924-1925	Mrs. Paul Boyer	1930-1931
Martin Michaud	1924-1925	Mary Heiskell	1931-1932
Halstead Terry	1924-1925	Mrs. Elizabeth Houck	1931-1944
B. L. Zipse	1925-1926	Ethel Schwertzler	1932-1933
Hermanus Baer	1925-1943	Carl J. Cardin	1933-....
James P. Kerr	1925-1949	Patrice Shockey	1934-1935
Harold Eigenbrodt	1925-1958	Mary Cook	1935-1945
William F. Rice	1925-1927	Clarence J. Attig	1935-1936
Harriet M. Wilson	1925-1927	Constance Obright	1935-1938
Henry J. Morris	1925-1926	Carolyn Fisher Berry	1936-....
Helen McDonald	1925-1927	Charles C. Hower	1936-....
Hazel Bachman	1925-1926	Orville Alexander	1936-1938
Harold Matzke	1925-1926	Herdis L. Deabler	1936-1950
Gordon R. Fisher	1926-1944	Ezra Schafer	1937-1938
Margaret McClusky Meland	1926-1929	Irvin F. Keeler	1937-1946

William P. Kruger .....	1937-1940	William McClure .....	1947-1950
Gordon Bowman .....	1938-1939	Stanley K. Norton .....	1947-1948
Mary C. Wilson .....	1938-1939	Warren N. Keck .....	1947-....
Eleanor Rush .....	1938-1943	Glenna M. O'Toole .....	1947-1948
Lyman C. White .....	1938-1939	Luella Jurens .....	1948-1950
Robert DeRoo .....	1938-1943	Harold Henning .....	1948-1955
Philip C. Schug .....	1939-1941	Constance Quinnell .....	1948-1949
Wilmert H. Wolf .....	1939-1946	Mary Louise Hargis .....	1948-1951
Irvin A. Koten .....	1939-....	Marcyl Wyle .....	1948-1951
C. Anders Bengtson .....	1939-1940	Herbert Beck .....	1948-1951
Alvin S. Haag .....	1939-1946	Violet Bergquist .....	1948-1951
Edith Boldebuck .....	1940-1941	Arthur DeLong .....	1948-1951
Wilber Harr .....	1940-1945	Allen Schwarz .....	1948-1960
Christena Aiken .....	1941-1942	Florence Koeder .....	1948-....
John T. Shaffer .....	1941-1943	Ned E. Gardner .....	1948-....
Laura Schendel .....	1941-1946	E. W. Olson .....	1948-1956
Frank Huke .....	1941-1942	John Pfau .....	1948-1950
Paul Hunsinger .....	1941-1944	Joseph M. Coffer .....	1949-1951
Ella Schroeder Dute .....	1942-....	Keith R. Jewell .....	1949-1950
Harold Pepiot .....	1942-1945	Charles H. Keller .....	1949-1952
Mrs. Kenneth L. Scott ...	1942-1944	Clarence N. Roberts .....	1950-....
George Luntz .....	1943-1957	Vernon G. Schaefer .....	1950-1959
Joseph S. Kirk .....	1943-1944	Marcus C. Bruhn .....	1950-1957
Leona Kietzman .....	1943-1948	Ruby Erwin .....	1950-1960
Edward M. Schap .....	1943-1959	Bruce Cole .....	1950-1951
Eula Rickert .....	1943-1945	Alex P. Ferguson .....	1950-1951
Paul Gerard .....	1944-1945	Edward Richmond .....	1950-1952
Marjorie Yingling .....	1944-1945	Richard Sanderson .....	1950-1951
Howard Wilson .....	1945-1946	Darrell E. Latham .....	1951-....
Wilma Schell .....	1945-1948	June Gruber .....	1951-1952
Helen Luntz .....	1945-1957	Niels T. Kjelds .....	1951-1956
Samuel Batt .....	1945-1946	Lowell E. Maechtle .....	1951-1955
Betty Gibson .....	1945-1947	J. B. Briscoe .....	1952-1953
Lester C. Belding .....	1945-....	Gerald Feese .....	1952-1954
Diane Duvigneaud .....	1945-....	Glenn E. Reddick .....	1952-....
Paul Schach .....	1945-1951	Donald Minnick .....	1952-1955
Gaius Thede .....	1946-1947	May Barron .....	1952-....
Ruth Oliver .....	1946-1947	William H. Cates .....	1952-....
Herbert Heilman .....	1946-1948	Verne Dietrich .....	1952-....
Milton W. Bischoff .....	1946-1954	Gordon Farndell .....	1952-....
Helen Cole .....	1946-1948	Catherine Kay .....	1952-....
Angeline Gale .....	1946-1947	Marian Haines Schap .....	1952-....
Walter Klass .....	1946-1957	Arthur Shoemaker .....	1952-....
Carroll Meyer .....	1946-1948	Muriel McGaw .....	1953-1956
N. W. McGee .....	1946-....	Robert Cramer .....	1954-1955
Mary Anice Seybold .....	1946-....	Herbert Rodeck .....	1954-1955
Richard Eastman .....	1946-....	Joseph Slowik .....	1954-1955
David Noss .....	1946-1950	Andrew Solarz .....	1954-1955
Allen Page .....	1946-1952	Emmett Steele .....	1954-1957
Charles Young .....	1946-1947	Eggert W. Giere .....	1954-....
Frederick G. Alexander ...	1947-1949	Lester A. Beaurline .....	1955-1960
John A. Bekker .....	1947-1950	Jane Eldon .....	1955-....
Earl L. Bell .....	1947-1948	Dorothy Graves .....	1955-....
Lauritz Bjorlie .....	1947-1952	Hannah Nyholm .....	1955-....

Lucille Schwarz .....	1955-1960	Henry Schwarz .....	1958-1959
Donald Shanower .....	1955-....	Jack Street .....	1958-....
Richard Thurston .....	1955-....	H. M. Bachrach .....	1959-1960
James Will .....	1955-1959	Russell O. Hanson .....	1959-....
Eric Dean .....	1956-1957	Beverly Ferner Sieg .....	1959-1960
Kenneth Bennett .....	1956-1958	Van V. Alderman .....	1959-....
Wilbert E. Burger .....	1956-....	William F. Donny .....	1959-....
James T. Jones .....	1956-1960	Charlotte Hobby .....	1959-....
Elmer A. Sundby .....	1956-....	Sylvia Street .....	1960-....
Jesse Vail .....	1956-....	Edward Zeigenhagen .....	1960-....
Paul Warren Allen .....	1957-....	William H. Nauman .....	1960-....
Merle Dunn .....	1957-1958	A. C. Buck .....	1960-....
Rodney Harris .....	1957-1958	Harry Constantine .....	1960-....
Klaas G. Kuiper .....	1957-....	Walter L. Payne .....	1960-....
Reuben Schellhase .....	1957-....	Ettling W. Peterson .....	1960-....
Delbert Meyer .....	1957-1960	Emerson Pugh .....	1960-....
Harry W. Heckman .....	1958-....	Leslie A. Russell, Jr. ....	1960-....
Delbert Earisman .....	1958-1960	Richard B. Schopbach ....	1960-....
Olga Grush .....	1958-....	Wesley Stieg .....	1960-....
Fred W. Meitzer .....	1958-1959	Daisy Wetter .....	1960-....
Jacob Sackmann .....	1958-....	Robert Shoemaker .....	1960-....

## FINANCIAL AGENTS AND TREASURERS

1861-1958

John J. Esher <sup>1</sup> .....	1860-1862	Jesse Lerch .....	1879-1893
Samuel A. Tobias .....	1862-1863	J. H. Yaggy .....	1893-1899
Rudolph Dubs .....	1862-1863	George Johnson <sup>3</sup> .....	1899-1907
Henry Rohland .....	1863-1866	F. W. Umbreit .....	1907-1941
W. F. Schneider .....	1866-1869	Oscar Eby .....	1941-1942
William Huelster .....	1869-1871	W. G. Schendel .....	1942-1952
John Schneider <sup>2</sup> .....	1871-1873	George Titman .....	1952-1955
William Huelster .....	1873-1879	Orren E. Norton .....	1955-....

## OCCUPATIONAL CLASSIFICATION OF ALUMNI OF NORTH-WESTERN 1880

Teaching .....	17 <sup>4</sup>	Salesmen .....	2
Ministry .....	12	Biblical Students .....	2
Homemakers .....	11	Bookkeeper .....	1
Physicians .....	6	Real Estate Agent .....	1
Lawyers .....	4	Farmer .....	1
Publishers .....	4	At Home (no occupation) .....	7
Medical Students .....	2		

<sup>1</sup> During Plainfield years the financial officials were known as agents.

<sup>2</sup> First to be designated as treasurer.

<sup>3</sup> Designated as financial agent, 1869-1899.

<sup>4</sup> Six graduates were on the staff of North-Western College in 1880.



**1880 DISTRIBUTION OF NORTH-WESTERN GRADUATES**

Illinois .....	50 <sup>1</sup>	New York .....	2
Ohio .....	7	Michigan .....	1
Wisconsin .....	4	Missouri .....	1
Iowa .....	3	Massachusetts .....	1
Indiana .....	2	Canada .....	1
Pennsylvania .....	2		

**1911 DISTRIBUTION OF NORTH-WESTERN GRADUATES**

Illinois .....	138	Texas .....	2
Ohio .....	28	New Jersey .....	2
Minnesota .....	23	North Dakota .....	2
Indiana .....	22	Montana .....	2
Wisconsin .....	18	Oregon .....	2
Iowa .....	15	Oklahoma .....	1
New York .....	12	Arkansas .....	1
Washington .....	10	Louisiana .....	1
Kansas .....	9	Maryland .....	1
California .....	9	Mississippi .....	1
Michigan .....	8	Washington, D. C. ....	1
Pennsylvania .....	8	Rhode Island .....	1
Colorado .....	5	Canada .....	12
South Dakota .....	5	China .....	7
Missouri .....	5	Japan .....	6
Nebraska .....	4	Africa .....	4
Tennessee .....	3		

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<sup>1</sup> A total of 17 alumni were residing in Naperville.

# 1959 GEOGRAPHICAL DISTRIBUTION OF NORTH CENTRAL GRADUATES

Illinois .....	1,739 <sup>1</sup>	Louisiana .....	6
Wisconsin .....	381	West Virginia .....	6
Michigan .....	229	Georgia .....	5
California .....	216	North Carolina .....	5
Ohio .....	202	Alabama .....	4
Indiana .....	167	Alaska .....	4
Minnesota .....	147	Montana .....	4
New York .....	113	Arkansas .....	3
Iowa .....	83	Mississippi .....	3
Kansas .....	59	Nevada .....	3
Pennsylvania .....	55	Utah .....	3
Nebraska .....	44	Wyoming .....	3
Colorado .....	42	New Hampshire .....	2
Washington .....	40	Rhode Island .....	2
Florida .....	36	South Carolina .....	2
Missouri .....	35	Delaware .....	1
Texas .....	35	Maine .....	1
New Jersey .....	34	Vermont .....	1
Oregon .....	32	Canada .....	30
Kentucky .....	28	Japan .....	11
Arizona .....	23	West Africa .....	8
Maryland .....	23	China .....	6
Massachusetts .....	18	Central America .....	4
South Dakota .....	18	South America .....	3
Virginia .....	18	Lebanon .....	2
Connecticut .....	18	Africa .....	1
Tennessee .....	15	Australia .....	1
North Dakota .....	12	Mexico .....	1
Hawaii .....	11	Pakistan .....	1
New Mexico .....	11	Philippines .....	1
Oklahoma .....	11	Sarawak .....	1
Washington, D. C. ....	11	Saudi Arabia .....	1
Idaho .....	8	Switzerland .....	1

<sup>1</sup> A total of 311 alumni were living in Naperville.

# GRADUATES OF NORTH CENTRAL COLLEGE

## 1866

Dreisbach, B. F.  
Pratt, Laura A.  
Sims, Florence

## 1867

Bucks, Charles A.  
Davis, Melissa  
Dreisbach, Mattie H.  
Hagar, E. C.  
Knobel, Mary A.  
Rohland, Anna M.

## 1868

Gascoigne, Stephen  
Rassweiler, H. H.  
Young, Ella

## 1869

Chinn, Libbie  
Hagar, Ella E.  
Sindlinger, G. W.

## 1870

Knobel, G. C.  
Murray, Maria E.  
Rassweiler, C. F.

## 1871

Dillman, Amanda J.  
Foran, Mary E.  
Yaggy, L. W.

## 1872

Beyrer, C. C.  
Haines, T. L.  
Hazelton, Charles N.  
Nauman, Charles  
Neiswender, Susie

## 1873

Ferner, J. W.  
McGregor, A. Duncan

## 1874

Augenstein, John C.  
Higgins, D. F.  
Sasseen, David E.  
Triem, Peter E.

## 1875

Cody, Hiram S.  
Cody, Rose M.  
Goldspohn, Albert  
Goodrich, Ida T.  
Hannah, Mary L.  
Sevier, Nannie L.  
Troeger, J. W.

## 1876

Ewing, Myron J.  
Goodrich, H. H.  
Hannah, Emma  
Hatz, Casper  
Hobart, Charles H.  
Krahl, W. F.  
Marsh, Elizabeth F.  
Rassweiler, J. K.

## 1877

Arlen, Henry  
Haefele, Augustus  
Keiper, Lizzie  
Schneider, Henry  
Umbach, L. M.

## 1878

Dreisbach, C. H.  
Gamertsfelder, S. J.  
Jones, Mollie L.  
Lewis, Carrie N.  
Manbeck, Ida V.  
Murray, Thomas  
Schlosstein, J. F.  
Schneider, George H.  
Shaw, Jeanette  
Wood, Clara A.  
Woodside, Thomas W.

## 1879

Augustine, A. B.  
Cody, Arthur B.  
Fouser, A. R.  
Good, M. Nellie  
Hyde, Cora P.  
Kletzing, H. F.  
Kletzing, Josiah F.  
Lundy, Jennie  
Meck, Rose M.  
Reinhart, J. S.  
Shoemaker, W. J.  
Ziegler, J. G.

## 1880

Butts, Ida M.  
Crampton, May I.  
DeVitt, I. K.  
Dexter, Etta  
Goodrich, Jennie E.  
Hodges, Bessie A.  
Huelster, August H.  
Nichols, J. L.  
Storey, Sarah S.  
Walz, William E.  
Wicks, E. C.

## 1881

Goodrich, Irving  
Haines, D. M.  
Holcomb, R. H.  
Raymer, H. S.  
Stanard, O. B.  
Stoll, J. J.  
Zinser, J. C.  
Zollman, F. W.

## 1882

Dreisbach, Emma G.  
Fry, Moses C.  
Keiper, Kezzie  
Kletzing, M. Naomi  
Kletzing, U. B.  
Schott, Ira J.  
Vollentine, Mary J.  
Wagner, A. Lizzie

## 1883

Bell, Allie M.  
Benkleman, W. F.  
Bucks, Mary S.  
Hunter, Belle C.  
Lindeman, C. W. A.  
Luce, Thomas Claire  
Norbury, Alice M.  
Pfeiffer, Rose K.  
Schreiner, Lizzie B.  
Stanger, Mary D.  
Steffen, E. F.  
Walker, W. L.

## 1884

Byers, Laura M.  
Caton, William  
Dahlem, Carrie

Griswold, Lida A.  
Lark, F. A.  
Messner, Mary  
Schultz, W. A.  
Seibert, W. O.

## 1885

Baldwin, Evelyn B.  
Barnard, Elizabeth  
Heebner, S. K.  
Heidner, Ella M.  
Knight, Naomi  
Muerner, Emma L.  
Schneider, J. C.  
Schneider, S. T.  
Schultz, H. C.  
Shortess, Anna E.  
Spreng, Enos M.  
Stube, John H.

## 1886

Ballou, Ray B.  
Beckman, Mattie  
Byers, Carrie J.  
Dickinson, L. E.  
Kirm, G. J.  
Knecht, Samuel E.  
(Knight)  
Litt, J. G.  
Patterson, Margaret J.  
Rickenbrode, E. C.  
Schultz, Sophia H.  
Stanger, S. S.

## 1887

Baumgartner, S. H.  
Beightol, H. L.  
Breithaupt, E. C.  
Clymer, W. E.  
Fox, D. F.  
Haist, A. Y.  
Heininger, Louis  
Huddle, W. D.  
Lerch, W. L.  
Michael, J. W.  
Miller, Hattie  
Pohlman, Ida  
Schmucker, Ira J.  
(Smucker)  
Seager, F. E.  
Seager, L. H.  
Seder, James I.  
Utzingner, A. H.

## 1888

Averill, Edward  
Cody, Hope R.  
Fiddler, J. G.  
Haines, Cora L.  
Haines, Ellen S.  
Hielscher, J. A.  
Kletzing, E. L.  
Klopp, J. J.  
Koch, Peter  
Kramer, H. A.  
Mather, Zillia  
Meck, S. R.  
Murner, Laura A.  
Neitz, Frank C.  
Plantikow, H.  
Ross, W. F.  
Smith, Fannie E.  
Snyder, J. A.  
Thompson, Jennie M.

## 1890

Belmont, Blanche  
Breasted, J. H.

Lerch, Emma  
Rilling, W. B.  
Smith, Mattie E.  
Wagner, C. W.

## 1891

Gasser, G. C.  
Schluter, H. C.  
Schutte, W. A.

## 1892

Hertel, John A.  
Strohm, J. L.

## 1893

Elfrink, Anna D.  
Gamertsfelder, Carrie  
Gamertsfelder, Mary  
Gamertsfelder, W. H.  
Hillman, S. F.  
Jegi, G. F.  
Miller, George W.  
Rannie, Eldon  
Schoenleben, M.  
Tayama, H. M.

## 1894

Breish, J. H.  
Finkbeiner, Thomas  
Giese, J. A.  
Haist, A. B.  
Meyer, G. C.  
Nauman, G. P.  
Nauman, Henry C.  
Rife, E. Edward

## 1895

Brand, John  
Britzius, H. A.  
Daeschner, August  
Ferner, O. A.  
Heidner, Mamie E.  
Iwan, Clara M.  
Oyer, J. F.  
Schumacher, F. P.  
Stark, L. J.

## 1896

Bowman, G. B.  
Cawelti, C. P.  
Miller, Ezra E.  
Nonnamaker, M. E.  
Rilling, J. H.  
Schaefer, John C.  
Smith, Clara  
Smith, H. Augustine  
Umbach, W. H.  
Wickel, Susie  
Zehnder, John C.

## 1897

Guelich, H. D.  
Hauch, S. M.  
Kimmel, G. B.  
Knickerbocker, Alden  
Oliver, E. J.  
Rassweiler, G. F.  
Smith, Lucy J.  
Vandersall, C. H.

## 1898

Elfrink, B. F.  
Gingrich, Felix M.  
Heilman, John J.  
Miller, Walter J.  
Sindlinger, Edna  
Umbreit, S. J.  
Vandersall, W. A.

## 1899

Bauernfeind, Susan M.  
Elfrink, Adelaide B.  
Franzke, H. A.  
Kammerer, Anna  
Koch, Christina  
Krienke, Gustavus  
Muerner, Henry L.  
Naumann, W. L.  
Ranck, Clarence Edwin  
Ranck, Elmina  
Schoedinger, F. H.  
Schurmeier, Frederick C.  
Van Kannel, Benjamin F.  
Yaggy, Florence

## 1900

Ballou, May E.  
Behner, Fred G.  
Orth, LaFayette L.  
Reik, S. A.  
Stauffer, S. J.  
Teel, Warren F.  
Wurtz, Christian J.  
Yost, Elizabeth M.

## 1901

Birr, William  
Hallwachs, W. C.  
Haman, John W.  
Harter, Elva M.  
Hendrix, Herman E.  
Kiekhoefer, Luella  
Kiekhoefer, Mamie E.  
McHose, Edwin D.  
Niederhauser, E. W.  
Slick, A. B.  
Smith, Charles A.

## 1902

Baker, Warren A.  
Bast, August I.  
Bohlander, John J.  
Fox, Edith L.  
Franzke, John H.  
Granger, Luella V.  
Hatz, Ida L.  
Heilman, Frank W.  
Hetche, Charles  
Keller, Winifred D.  
Knight, Luther  
Naegeli, Frank  
Powell, H. C.  
Rich, Laura  
Simpson, Bertha  
Stettbacher, Charles C.  
Uebele, W. C.  
Umbach, Esmeralda  
Wagner, Lulu  
Wing, Daniel H.  
Zachman, Richard

## 1903

Diller, Adam E.  
Ehlers, Jacob Henry  
Ernst, L. Etta  
Frank, Nellie  
Gibson, Ethel B.  
Gress, R. L.  
Kelhofer, Ernest  
Minch, Lora C.  
Penticoff, O. C.  
Rarey, Clifford D.  
Rikli, A. R.  
Schumacher, Ferdinand  
Stauffer, C. J.  
Stoll, R. C.  
Wenger, Walter

## 1904

Butzbach, Albert  
Degenkolb, Gustav J.  
Gunther, W. C.  
Husser, George M.  
Kiekhoefer, Lillian F.  
Kiekhoefer, William H.  
Kliphardt, Charles F.  
Ostroth, Delbert C.  
Peter, William W.  
Schneider, John F. D.  
Sohl, Lawrence  
Staffeld, Daniel  
Umbach, Edward M.

## 1905

Boller, Charles  
Bower, Lester L.  
Courrier, George F.  
Griebenow, H. E.  
Ingalls, G. R.  
Lenhardt, Martha L.  
Luehring, F. W.  
Maves, Carl E.  
Nonnamaker, W. A.  
Rich, F. K.  
Schafer, J. W.  
Schneller, Ella M.  
Schuster, William H.  
Theiss, E. L.  
Vaubel, Edward G.  
Voegelien, Albert H.

## 1906

Albig, O. M.  
Barnard, Rose  
Danuser, Leila N.  
Feucht, J. G.  
Herzog, Felix F.  
Keiser, E. E.  
Peebles, Agnes H.  
Schlafer, George E.  
Seegmiller, Frederick S.  
Sierle, G. A.  
Strubler, H. H.  
Wise, D. O.  
Zeller, F. A.

## 1907

Boyer, Clyde E.  
Duel, Robert  
Erffmeyer, Erwin E.  
Franzke, Arthur A.  
Gamertsfelder, Mabel E.  
Harder, Theodore L.  
Hirschman, C. A.  
Lamale, Charles E.  
Marker, Albert W.  
Mayer, Paul S.  
Nash, William W.  
Nickel, Edwin J.  
Schultz, Elmer R.  
Speicher, Paul J.  
Straub, Harry E.  
Vogel, William M.

## 1908

Attig, Chester J.  
Broadbooks, Robert M.  
Busche, Augusta  
Cowles, Jessie  
George, E. F.  
Gloege, E. E.  
Graunke, H. W.  
Hilgenfeld, Samuel F.  
Krug, Albert A.  
Lauver, Fannie  
Niederhauser, Alice  
Strahler, Milton W.  
Wellner, Sara

## 1909

Alstead, George E.  
Beck, John M.  
Daeschner, R. T.  
Deetz, C. E.  
Denstedt, Lucile  
Devitt, Alda L.  
Gamertsfelder, Carl  
Gocker, Marie  
Gross, Alfred W.  
Halmhuber, Wm. H.  
(Huber)  
Himmel, Edward N.  
Kirn, Gerald W.  
Krueger, W. W.  
Nanninga, Lucas M.  
Oldt, W. B.  
Schaeffer, H. B.  
Schirer, Benjamin F.  
Schwab, B. T.  
Stamm, John S.  
Tillson, Mabel L.

## 1910

Arends, Lillian  
Erffmeyer, Florence  
Feik, Lewis  
Gamertsfelder, Walter S.  
Grutzmacher, E. A.  
Higgins, Colin M.  
Himmel, John P.  
Leedy, Roy B.  
Loose, C. D.  
Mattill, Andrew J.  
Miller, Edwin J.  
Priem, Harry  
Roller, C. I.  
Roller, G. H.  
Schirmer, Walter W.  
Schoeder, Lena M.  
Smith, Clinton F.  
Stauffer, A. D.  
Vaubel, Daniel J.  
Weide, Lewis G.

## 1911

Behrns, Jerry B.  
Brand, Edward F.  
Bushweiler, Rennie  
Elmer, Manuel C.  
Feucht, H.  
Giese, Elsie H.  
Graper, E. D.  
Kellerman, H. A.  
Kolander, C. H.  
Leffler, Ada B.  
Lipp, Henry A.  
Oertli, Ira  
Piper, Benjamin A.  
Schilling, W. E.  
Schmidt, Mark E.  
Schrader, S. E.  
Schutz, Bertha  
Schulz, Netta A.  
Seder, Velma  
Smalzried, Elmer W.  
Teichmann, A. E.  
Umbach, Lulu  
Voegelien, Alice  
Wahl, C. B.  
Zabel, W. L.

## 1912

Baumgartner, I. L.  
Berger, Effie  
Broadbooks, Edith M.  
Danuser, Maybelle  
Faust, Edgar S.  
Frank, H. S.  
Freeman, A. R.

Gackeler, C. F.  
Gamertsfelder, Judson  
Hatz, Esther  
Hemmer, A. E.  
Holtzman, Arthur M.  
Kolb, John H.  
Lang, Charles A.  
Loose, Ralph W.  
Mattill, P. M.  
Miller, Newton  
Mueller, H. E.  
Pullman, George C.  
Render, F. A.  
Schaller, G. L.  
Schrammel, H. E.  
Schwartz, Franklin C.  
Schweitzer, I. L.  
Trautmann, Harrison  
Turner, Elizabeth  
Vieth, Arnold A.  
Voegelien, L. Belle  
Voigt, H. W.

## 1913

Blumer, Wm. F.  
Brunemeier, E. H.  
Brunemeier, H. C.  
Draeger, Erwin E.  
Elmer, J. U.  
Feik, Frank H.  
Feik, Roy W.  
Geister, E. A.  
Geister, Edna  
Grote, William E.  
Hanneman, H. W.  
Herman, Mentor O.  
Hoch, John R.  
Hoopes, Florence  
Horn, A. L.  
Kellerman, G. H.  
Knoche, Viola E.  
Lang, Esther  
Miller, Harry A.  
Minch, Cora  
Oertli, Edna  
Pauli, E. A.  
Renner, Leila  
Schenkel, F. W.  
Schmid, J. J.  
Schwab, Ralph K.  
Swank, O. D.  
Wagner, G. F.  
Willming, Charles B.

## 1914

Allen, C. L.  
Barnhope, W. V.  
Bernhardt, Hugo A.  
Biester, Fred  
Bleck, Clara  
Bosshardt, Elmer H.  
Cook, Howard  
Daeschner, Sadie  
Doeschner, Ralph F.  
Eberhardt, Herbert E.  
Grisemer, Benjamin H.  
Hiebsenthal, W. P.  
Hill, Fred  
Hirschman, Ed J.  
Jaech, Elsie  
Kersten, Maude M. E.  
Kirn, Frederick W.  
Lubach, E. J.  
Meier, Alice  
Oertli, Ena  
Platz, Esther  
Ritzenthaler, Erma  
Schmidt, Orrin F.  
Seder, R. I.  
Seitz, George  
Speicher, Paul  
Stauffer, Harry W.



Troxel, Oliver  
Umbreit, Allen G.  
Wichman, J. H.  
Winkelmann, H. A.  
Zieske, Victor W.

## 1915

Barth, Vera M.  
Berger, Carl E.  
Bleiler, John G.  
Butzer, Albert G.  
Frank, Florence  
Gamertsfelder, Ruth N.  
Gauerke, Ezra H.  
Geier, Myrtle  
Goettel, Esther R.  
Gongoll, Alvin E.  
Hauser, Fred W.  
Hemmer, Amanda  
Hollinger, M. W.  
Hosbach, Arthur B.  
Kietzman, Franklin A.  
Kirn, Norma D.  
Kreitlow, Emil C.  
Krug, Harry E.  
Lohman, Emma L.  
Lozier, Orville O.  
Mast, Wesley H.  
Mathys, Clifford G.  
Meyer, Harry L.  
Muench, Marie A.  
Nanninga, Rinice A.  
Nickel, Allen A. C.  
Ninneman, Arthur H.  
Roederer, Irvin G.  
Rust, Hazel E.  
Schirmer, Kathryn F.  
Schloerb, Roland W.  
Schlueter, Franklin E.  
Schmidt, Alfred O.  
Schwartz, Ernest  
(Black)  
Schweitzer, Lylien R.  
Spitler, George A.  
Umbach, Myron J.  
Viel, Lyndon C.  
Wegner, Ernest S.  
Williams, Waldemar  
Yenerich, Etta F.

## 1916

Anton, Edward E.  
Bauernfeind, Eva  
Beuscher, William  
Bock, Roy A.  
Brose, Frederica M.  
Brunner, Arthur J.  
Davis, T. F.  
Dengis, John B.  
Dreger, Emil E.  
Fisher, Emma  
Gamertsfelder, P.  
Gordon  
Geister, Mary M.  
Henning, Andrew K.  
Hermann, H. G.  
Hoffman, B. A.  
Johns, Frances  
Kuhlman, A. F.  
Langenstein, Alma  
Oberhelman, Harry A.  
Oertli, John E.  
Pautz, William C.  
Reidt, Charles  
Rippberger, Helen  
Schaeffe, John  
Schmalzried, Herman L.  
Schneller, E. J.  
Senty, Walter B.  
Smith, Harold  
Uchida, Toru

Witte, Marvin  
Witte, Wilbert L.

## 1917

Abraham, Arthur C.  
Baumgartner, Mabel  
Beyler, Oscar L.  
Bohner, Clarence A.  
Bruns, H. C.  
Dahm, Edward H.  
Deininger, LeRoy  
Elmer, Arthur C.  
Engelbart, E. H.  
Ferch, Henry H.  
Geier, J. Roy  
Hefty, Thomas  
Johns, Ethel  
Kastner, William G.  
Kienholz, A. Raymond  
Kluckhohn, Fred R.  
Koehler, Earl L.  
Kuntz, Harry E.  
Lang, Nelda  
McCauley, Pearl  
Platz, Mabel  
Ritzenhaler, Olive  
Schaefer, Emil J.  
Schwartz, William  
(Black)  
Snuff, Hazel  
Spitler, H. Carl  
Strawe, Walter  
Stuemfing, George R.  
Talladay, Burrell D.  
Thome, Otto R.  
Williams, Morgan  
Winter, Sadye

## 1918

Arnet, Selma  
Attig, Lila P.  
Barth, Roy A.  
Beanway, E. Walter  
Becker, C. Harrison  
Bender, Charles A.  
Berger, Marlo N.  
Burgert, Chester O.  
Carbieri, John  
Cook, Gladys P.  
Dengis, William B.  
Dreisbach, Ruby  
Ehrhardt, Milton M.  
Erfmeyer, Clarence E.  
Faust, Emma  
Flurkey, William H.  
Frankle, Alice E.  
Geil, Milton G.  
Happe, Alma  
Hartmann, Helen  
Hoersch, Henry C.  
Josif, George D.  
Juhnke, Walter B.  
Kellerman, I. O.  
Kersten, Ernst W.  
Kietzman, Benjamin  
Kline, Walter D.  
Klopp, Ward K.  
Knauer, Cornelia  
Knobloch, Lyman  
McCauley, Carol  
Meyer, Moody W.  
Mills, Edgar W.  
Mitzlaff, Olga  
Nanninga, Edna M.  
Nuffer, Rose  
Roesler, George W.  
Schauss, Minna C.  
Schieb, Stephen R.  
Schramm, Roy J.  
Schroedermeier, Alvin  
G.  
Schulz, Kathryn

Schwab, Charles W.  
Stauffacher, Florena  
Stauffacher, Magdalena  
Stegner, Ruth  
Talmán, Arthur  
Thede, Harvey  
Walker, Amos L.  
Wartman, Martha  
Wickman, E. K.  
Wright, Esther

## 1919

Brose, Daniel F.  
Collins, John W.  
Druschel, Clifford O.  
Einsel, I. H.  
Freehafer, Sarah J.  
Giese, Florence M.  
Granner, Justine E.  
Gransden, Albert F.  
Hacklander, Luella  
Hedinger, Lela F.  
Hertell, H. H.  
Hildreth, Gladys  
Kirn, Cordelia C.  
Laubenstein, Lester H.  
Lindley, Gordon K.  
Lorenz, Margaret K.  
Marty, Magdalena Anna  
Matz, Ernest W.  
Muehl, Willard L.  
Mueller, Reuben H.  
Nansen, J. Alfred  
Oberlin, Nelda  
Oelke, Ruth  
Pfefferkorn, Ethan B.  
Pflaum, George R. R.  
Powlen, Marie  
Ratz, Fidella M.  
Schloerb, Lester J.  
Schneider, Wesley  
Schneller, Velma  
Schwab, Freda L.  
Steckelberg, Lydia M.  
Steiner, Susanna B.  
Stenger, Oliver C.  
Tillotson, Beulah S.  
Vieth, Mildred M.

## 1920

Abraham, Harry G.  
Asmus, Erna  
Bingle, Bert J.  
Bloom, Gladys M.  
Brandle, Gottfried  
Deaver, Chester F.  
Diekvoss, Hubert C.  
Diekvoss, Ida A.  
Ecki, Mildred L.  
Eilert, Ruth  
Gatz, Stella M.  
Gegenheimer, Lucile M.  
Givler, Dorothy B.  
Grantman, John M.  
Hartwig, Lewis M.  
Haumersén, Wilfred H.  
Hayes, Wm. C. F.  
Hildreth, Gertrude B.  
Joop, Rudolph F.  
Kietzman, Leona  
Kirn, Stanley P.  
Kitson, Harry H.  
Koebe, Lydia A.  
Koten, Irvin A.  
Koten, Roy  
Krafft, William C.  
Kramer, E. Elizabeth  
Krotz, Walter F.  
Lehman, Joyce N.  
Mehlhouse, Irene  
Miller, Frieda  
Nauman, Robert H.

Niergarth, Milton G.  
Oestreicher, John M.  
Pfauhl, Clara L.  
Porter, Rosella  
Richert, B. Luella  
Richert, Ruth M.  
Sauer, Herbert L.  
Schild, Myrtle  
Schweitzer, Clarence E.  
Shumaker, Zeta B.  
Siemens, Harvey F.  
Stockebrand, E. P.  
Trapp, De Lorman C.  
Utzinger, Earl J.  
Vieth, Lillian  
Vogel, Harold V.  
Voigt, Omeda  
Weihsing, Esther  
Weihsing, Lydia  
Weinert, Arthur A.  
Wittler, Lawrence H.  
Zager, Herbert R.

## 1921

Ahrens, Floy C.  
Althaus, Carl  
Arends, Marguerite  
Bauernfeind, Howard K.  
Bohner, Pearl  
Brown, Ralph D.  
Browns, Veda L.  
Dissinger, Clarence F.  
Domm, Lincoln V.  
Ehrhardt, Leone  
Eigenbrodt, Harold J.  
Emme, Eleanor E.  
Ester, Dore N.  
Eulenstein, Margaret  
Gagstetter, H. S.  
Hacklander, Clarence E.  
Houk, Sarah G.  
Katterhenry, Mildred  
Kern, Lorenz A.  
Kiest, Ethel L.  
Kleimenhagen, Joan  
Kluckhohn, Charles J.  
Kotke, Irving E.  
Kraft, Alvina L.  
Kraft, Eleanor  
Kraushar, Harriet E.  
Krell, Carl J.  
Lange, Lillian M.  
Light, Lyman  
Littlewood, Harold R.  
Maechtle, Wesley R.  
Moser, Dewitt T.  
Moyer, Mildred F.  
Nauman, Irma  
Oestreicher, Milton D.  
Parker, Paul  
Penner, Esther  
Rodriguez y Lopez,  
Corina  
Ruhlman, Ermal E.  
Schaefer, C. Milton  
Schalker, E. Arnold  
Schmidt, Melvin D.  
Schneller, Melvin P.  
Schwab, Paul J.  
Shrock, Lela  
Stauss, Reuben  
Stehr, Irvin D.  
Stelling, Harry J.  
Stenger, Grant  
Stroebel, Fred O.  
Tholin, Esther  
Uber, Roy L.  
Utzman, Albert B.  
Wendt, Walter G.  
White, John R.  
Wiedman, Cassell C.

Wiest, Georgia C.  
Wittenbraker, Clarence A.  
Wixom, Eva H.  
Yingling, Lawrence  
Yingling, Robert  
Zimdars, Ben A.  
Zimmermann, Gertrude

## 1922

Barth, Earl E.  
Berg, Roy W.  
Berger, Verna  
Beyler, Ruth E.  
Boepple, John  
Bomberger, Stanley W.  
Brandes, Walter W.  
Bremer, O. Alice  
Brunemeier, Christine  
Dissinger, Ruth C.  
Draeger, Lena  
Ehlers, Arne A.  
Ehret, Arthur W.  
Einsel, David W.  
Fausett, Erma  
Flessner, Mattie  
Gackler, Beulah M.  
Grenzbach, Orus G.  
Gronewold, Wesley  
Guhl, Alphaeus M.  
Hafenrichter, Atlee L.  
Hafenrichter, Esther  
Haumersen, Irene R.  
Hengfuss, Mabel  
Hilker, Luella  
Jones, W. Ernest  
Kline, Mildred  
Klingbeil, Willard A.  
Knoche, Mabel C.  
Kuske, Lula  
Lang, Gladys N.  
Laubenstein, Webster  
Long, Roy E.  
Maaser, Helen L.  
Mahlkuch, Dora  
Meyer, Herman  
Moede, Edwin G.  
Moede, Luella E.  
Morrison, Mabel P.  
Moser, Karl W.  
Napoli, Anton  
Nein, Theresa  
Newton, Gladys  
Norenberg, H. A.  
Orjans, G. Harrison  
Orjans, Howard L.  
Parr, Clarence E.  
Patterson, Ivan D.  
Rickert, C. Hobart  
Rilling, Walter E.  
Ritan, Andrew  
Ritzert, August L.  
Ruth, Carl  
Schneider, Allie  
Schrenk, Matthew H.  
Schuelke, Della  
Schuelke, Theda  
Simonsen, Melvin A.  
Spittler, Leo J.  
Spong, Frank A.  
Steele, Cleon V.  
Stoeckbrand, Ruth  
Strutz, Alice  
Umbreit, Florence L.  
Umbreit, Mildred  
Uttinger, Vernon A.  
Voss, Arley H.  
Wagner, Matthew C.  
Wegner, Carl R.  
Wegner, Walter  
Weinert, T. F.

Yackel, Martha E.  
Zietlow, Carl F.

## 1923

Adelmann, Lawrence M.  
Beidelman, Leona  
Beuermann, Frank A.  
Bickel, Charles O.  
Bohner, Walter E.  
Bollenbach, J. Fred  
Bornemier, Walter C.  
Brockhaus, Henry F.  
Buntain, Webster E.  
Daeschner, Martha S.  
Dunmeier, Dorothy  
Faust, Clarence H.  
Froemming, Harry B.  
Gocker, George  
Granner, Lester N.  
Gronewold, Benjamin  
Hackenberg, Melvin B.  
Held, Enos E.  
Henneke, Anna  
Kaiser, H. J.  
Kief, Lester C.  
Klooze, Newton W.  
Koten, Viola  
Kottke, Elmer E.  
Kroehrer, Esther  
Krug, Robert H.  
Krukow, Marie  
Kurth, Andrew E.  
Ladiges, Ida M.  
Lange, Harry W.  
Lange, Orvie V.  
Lantz, Ervin  
Leinweber, Wesley J.  
Lepien, Eunice  
Loose, Edith A.  
Martin, Daniel E.  
Mueller, Florence  
Nansen, James C.  
Nauman, Harold L.  
Niebergal, C. J.  
Oberhelman, Anna  
Peterson, Victor H.  
Rabenstein, William L.  
Reichart, Margaret  
Reinhart, Chester L.  
Rembolt, William G.  
Rieke, Lois  
Rudel, Corinne  
Schlemmer, D. Mildred  
Schmidt, Emerson P.  
Schroeder, Alice  
Schubert, Stanley D.  
Schwab, John A.  
Schwen, Omer R.  
Senty, J. George  
Shadle, H. Morton  
Shuler, Wesley A.  
Smith, Edith  
Striffner, Roy J.  
Trapp, Esther  
Veh, Raymond M.  
Weinert, Albert F.  
Wierner, Arlie C.  
Yackel, Bertha  
Yeaton, Gladys  
Zimmermann, Helen  
Zwirtz, Jones L.

## 1924

Bartsch, Charles G.  
Blum, Marguerite  
Boese, Esther  
Bornemeier, Velma  
Burnett, Beatrice  
Burnett, Ethel  
Claus, A. Ernest  
Claus, Edward F.  
Diefenderfer, Edwin O.

Dumke, Lorena  
Dumke, Olive H.  
Ehrhardt, Gladys C.  
Eigenbrodt, Luella  
Eurich, Alvin  
Faust, Bessie H.  
Finkbeiner, Carl  
Fritzmeier, Hulda  
Garbe, Elva  
Goetz, Marie  
Harms, Henry R.  
Hegle, Pearl L.  
Held, Lorena  
Hieber, Edgar M.  
Icke, Sarah H.  
Illian, Eleanor F.  
Jannen, Esther  
Kelham, Gladys H.  
Kiess, Helen I.  
Klehm, Walter A.  
Kline, LeRoy H.  
Kluckhohn, Edna  
Knechtel, Otto G.  
Koepp, Arthur  
Koerner, Elmer A.  
Koten, Arlie H.  
Lockwood, George  
Martin, Erma  
Martin, John D.  
Meyers, Henry E.  
Miller, Genevieve  
Miller, Hobart R.  
Miller, Katherine  
Miyagi, Fumiko  
Moote, Ethel O.  
Moser, Clarence G.  
Mueller, Lydia  
Newhall, Chester A.  
Nonnamaker, Anne  
Nuhn, Ferner  
Oeschger, Mantion E.  
Paulin, Ruth N.  
Pfefferkorn, Erwin F.  
Pfefferkorn, Hazel M.  
Procknow, Sadie  
Raddatz, Merlin A.  
Rehnke, Florence  
Richert, Flora  
Richert, Hazel L.  
Rife, Mildred V.  
Rust, Gladys A.  
Sands, Ewart  
Schaefer, Ruth  
Schauer, Ulysses  
Scherping, Walter H.  
Schleeter, Ethel L.  
Schmidt, Walter H.  
Schroeder, Eva S.  
Schubert, Wilma E.  
Schultz, Frank A.  
Schwab, Harvey A.  
Senty, Marion M.  
Shaw, Willard J.  
Sheick, F. Irene  
Sipple, Evelyn K.  
Smith, C. Clare  
Taylor, Ethel M.  
Trollman, John  
Van Norman, Delia M.  
Walter, Ruth  
Weinert, Lawrence J.  
Wendt, Mildred S.  
Werner, Gladys S.  
Werner, Paul A.  
Weyrick, Ralph J.  
Wiest, Frances M.  
Wuertz, O. K.

## 1925

Albert, Alice  
Albrecht, Ira E.

Althouse, Lucinda  
Babler, Sylvia L.  
Bathke, Adeline A.  
Berger, Mildred  
Beucher, Philos E.  
Biester, Lillian L.  
Birk, Harriet  
Bissey, Charles J.  
Breitwieser, Alice K.  
Bremer, Alda M.  
Brunn, Ruth A.  
Butcher, Vernon A.  
Cawelti, Donald G.  
Domm, Elgin C.  
Ebinger, Robert W.  
Eder, Dewey R.  
Engel, Frederick E.  
Evans, Amelia C.  
Everett, Myron R.  
Faeser, Edna E.  
Faust, Clara C.  
Faust, Walter A.  
French, Esther  
Garman, Louise  
Garman, Neva B.  
Giese, Paul E.  
Gocker, Reuben H.  
Grandman, Erma C.  
Grannemann, Lillian A.  
Grebe, Mabel D.  
Grimes, Paul W.  
Haney, Charles L.  
Hauck, A. Faye  
Hauser, Alma H.  
Hirschman, J. Clifton  
Hirschman, Russell R.  
Hoefler, Rosa  
Hof, Harold H.  
Horseman, Myrtle J.  
Houck, Cecile M.  
Joerg, Ida Regina  
Keller, Estella V.  
Keller, Elias J.  
Kern, Gladys  
Kline, Arthur F.  
Koons, William B.  
Kottke, Alvin R.  
Krafft, Leslie R.  
Krukow, Theodore W.  
Lahr, Ben G.  
Lemon, Edith K.  
Marckhoff, Verdell  
Matzke, Harold W.  
Matzke, Walter J.  
Moede, Otto F.  
Moy, Henry B.  
Nauman, Ralph W.  
Nolte, Clifford P.  
Palm, Frank T.  
Palmer, Vernon L.  
Parker, Cletus  
Paschke, Elsie M.  
Pieper, Ezra H.  
Pohly, Glen J.  
Pope, Gladys M.  
Regli, Mabel L.  
Reichert, Earl W.  
Reichert, Harold P.  
Rilling, Mildred E.  
Scheid, Bernice L.  
Scheuneman, Gertrude M.  
Schilling, Emily M.  
Schrader, Ruth E.  
Schweitzer, Vera E.  
Seager, Charles W.  
Smith, Raymond S.  
Smythe, J. Gordon  
Sohl, Eunice  
Spahn, Myrtle L.  
Speicher, Anna A.  
Stauss, Lawrence

Stoesser, Frederick G.  
Stoesser, Naomi K.  
Stuessy, Milton F.  
Stull, Vera G.  
Tarnoski, Albin J.  
Thompson, Heber C.  
Trebes, Ezra E.  
Umbreit, Willard E.  
Unger, W. Howard, Jr.  
Unz, Irma E.  
Walter, Edythe A.  
Zahl, Wesley H.  
Zorn, Jessica J.

## 1926

Avery, Lulu Beth  
Bachman, Hazel V.  
Baker, Violet  
Bauernfeind, Harry  
Bergeman, Harold L.  
Bernhardt, Otto J.  
Birk, Edna R.  
Bosshardt, Floyd E.  
Boyer, Zula E.  
Broeker, Willard W.  
Brunemeier, Esther A.  
Buesch, Charles G.  
Burgi, Margaret M.  
Claus, Vera M.  
Close, Nelda L.  
Cobb, Hugh M.  
Compton, Glenn C.  
Craig, Paul E.  
Curdes, Ruth L.  
DeVeny, William C.  
Domm, N. Milton  
Durdle, Fred C.  
Eller, Paul H.  
Feller, Donald W.  
Finkbeiner, John T.  
Fischer, Florence M.  
Freiberg, Albert D.  
Geist, Edna  
George, Mabel E.  
Gingrich, Newell S.  
Gingrich, Wendell D.  
Haas, Lloyd M.  
Haist, Paul B.  
Halter, Clarence D.  
Hanne, Walter W.  
Hartwig, Ruth J.  
Hegle, Maurice A.  
Huebner, Samuel A.  
Iwig, Herbert A.  
Kirk, Ethelyn L.  
Kline, Ruth S.  
Koons, Harold E.  
Kuldau, Joseph B.  
Kung, Shien Woo  
Lang, Melvin  
Lenz, Rosanna  
Lindeman, Verlus F.  
Margrave, Margaret  
McClellan, John R.  
Mehlhouse, Lillian F.  
Meier, William R.  
Meyer, Ruth E.  
Moser, Marguerite C.  
Muehl, Dorothea E.  
Neuman, Harvey R.  
Paetznick, Grace A.  
Pieper, August H.  
Plank, Edna M.  
Pletch, Hamor L.  
Plufka, Leane A.  
Prange, Lester A.  
Procknow, Oliver W.  
Reik, Ruth  
Reineck, Esther E.  
Reuschler, Lloyd C.  
Richardson, M. Elizabeth

Rieckman, Albert H.  
Rieckman, Ervin A.  
Riedel, Fern P.  
Rife, Helen K.  
Sassaman, Ruth E.  
Sasse, Corena M.  
Sauer, Willard M.  
Schaefer, Vernon G.  
Schuerman, Harvey R.  
Schlender, Freda A.  
Schmidt, Delmar O.  
Schneider, Pearl  
Schrader, Paul J.  
Schumacher, Bernice L.  
Smith-Brooks, Evelyn V.

Smythe, John M.  
Snyder, Wilbert F.  
Sonius, Albert H.  
Sonius, Beda F.  
Spiegler, Helen C.  
Spreng, Katherine E.  
Staffeld, John D.  
Steiner, Edna L.  
Sunderman, Ruth A.  
Tarnoski, Esther  
Uebele, Paul M.  
Volkenant, Kathryn C.  
Wadewitz, Donald E.  
Wenzel, Eldon W.  
Werner, Marie E.  
Wetzel, Virgil R.  
Wiener, A. Leslie  
Wilhelms, Esther  
Wolf, Wilmert H.  
Wright, Harold W.  
Yih, Frank  
Zehnder, Dorothea

## 1927

Bandtel, Bertha I.  
Bartel, John W.  
Bengs, Dorothy V.  
Bergland, Peter C.  
Brooks, Floyd J.  
Chamberlain, Merle D.  
Davis, Kathryn W.  
Dickson, Robert M.  
Dietzel, Grace R.  
Dipple, Herbert J. N.  
Drier, Ella M.  
Drier, Nelson C.  
Ehret, Walter W.  
Erdman, Robert W.  
Erfmeyer, Harold A.  
Erfmeyer, Helen E.  
Esch, Alice M.  
Esterly, Wesley H.  
Fenner, Bernice B.  
Ferguson, Raymon  
Finn, Florence M.  
Freeman, Kathryn  
Gabel, Lawrence M.  
Gedcke, Lawrence A.  
Geil, Lloyd H.  
Gerstung, Frederick B.  
Goodreds, Alfred W.  
Grismer, Esther H.  
Hafenrichter, Ada A.  
Hanne, Louis C.  
Hansen, Otto C.  
Hatz, Hilda L.  
Hower, Charles C.  
Huntley, LaRoy  
Jones, M. Ethel  
Kiest, Roland L.  
Kietzman, Reno L.  
Knapp, Aletha M.  
Kniebes, Verda M.  
Knoll, Ferdinand M.  
Knoll, Mark M.  
Korf, Ruth V.

Kuechel, Albert F.  
Lack, Ruth E.  
Lane, Beulah E.  
Liu, Ju-Fan  
Marquardt, Mildred L.  
Marty, Dorothea B.  
Miller, Saul  
Miskelly, Nelleeta S.  
Moreland, Naomi B.  
Moser, Beatrice L.  
Myers, Anna A.  
Nolte, Quentin  
Oeschger, Olin E.  
Orth, Lowell S.  
Paschke, Ruth H.  
Patterson, J. Russell  
Peterson, Edwin G.  
Phillips, Olive B.  
Powelson, Carlos W.  
Powers, Homer W.  
Reiman, Henry W.  
Roemhild, Herbert C.  
Rosenkranz, Wilbur I.  
Runge, Dorothea R.  
Sander, Lucinda O.  
Schafer, Clara M.  
Schleeter, Mamie I.  
Schroeder, Ella A.  
Senn, Elma M.  
Sheick, M. Fern  
Smith, Arthur G.  
Stanley, Willard F.  
Stein, Wesley S.  
Stephens, Edgar T.  
Stettbacher, Fred K.  
Strutz, Alice E.  
Trapp, Wanda F.  
Tung, Li Kan  
Uebele, Florence A.  
Uebele, Raymond R.  
Ulrich, Lillian C.  
Ulrich, Walter E.  
Veith, Frederick P.  
Vogel, Alice A.  
Wang, Yung Chuan  
Weidmeyer, G. Emery  
Weyrick, Laura E.  
Weyrick, Wilma M.  
Whipkey, Ruth A.  
Williams, James M.  
Winter, Walter D.  
Wintsch, Chester P.  
Zahl, Harold A.  
Zimmermann, John A.  
Zimmermann, Paul S.

## 1928

Adams, Ruth C.  
Bachman, Ralph B.  
Bechtle, Robert  
Benckendorf, Ilda  
Bergeman, Helen  
Boettcher, Robert A.  
Boyer, Paul W.  
Braden, Ernest F.  
Brayton, Genevieve  
Broeker, Lester L.  
Buckrop, Albert R.  
Christopher, David L.  
Clingman, Elwyn B.  
Deabler, Ronald A.  
Deaver, Hazel M.  
Durst, William A.  
Dute, Henry J.  
Eber, Louise E.  
Eisele, C. Wesley  
Ellerbeck, Wm. F.  
Farley, Margaret S.  
Faust, Arthur J.  
Finkbeiner, Katherine R.  
Frederickson, Will

Freiberg, Hilda L.  
Fuhrman, Myrtle M.  
Goodrich, Charles H.  
Gunther, Rose  
Haag, Alvin S.  
Haist, Brenda E.  
Heininger, Robert M.  
Heydon, Vera H.  
Hoch, Christine M. A.  
Hoover, Mildred E.  
Houk, Eletha H.  
Keck, Kenneth E.  
Kennell, Blanche M.  
Kern, Harold E.  
Klee, Evangeline E.  
Krisher, Ray A.  
Kukuck, Claire C.  
Landis, Edward E.  
Larson, Florence E.  
Liesemer, Newell C.  
Loebe, Viola B.  
Malmberg, Ruth E.  
Manshardt, Naomi J.  
Marquardt, Marvin C.  
Mehlhouse, Harvey G.  
Mehlhouse, Milton R.  
Mehnert, Ruth M.  
Molz, Dorothy M.  
Nansen, Mabel L.  
Nuhn, Hilda C.  
Pletch, Earl E.  
Reik, Katherine  
Reinking, Harold C.  
Rice, Newell B.  
Rickert, Marvin E.  
Ritson, Grace B.  
Sargent, Lois  
Schaefer, Wilma R.  
Schafer, Etheldred L.  
Schauss, Pauline C.  
Scheurman, Lee N.  
Schmidt, Leila R.  
Schneider, Ruth M.  
Schreiber, Bernice E.  
Schumacher, G. Roy  
Schwab, Ethel M.  
Schwab, Lola R.  
Shimbo, Tamihachi  
Shrock, Elizabeth L.  
Smiley, Irene  
Staffeld, Sarah E.  
Stehr, Edna K.  
Swart, Lovester O.  
Teeter, Etha M.  
Voelker, Paul H.  
Walker, Reinhold E.  
Wandry, Reuben R.  
Wang, Chee  
Waterman, Edna L.  
Weirich, Monetta D.  
Willard, Francis H.  
Winkler, Ione M.  
Winter, Ferdinand  
Winterberg, Walter I.  
Wuertz, Arnold P.  
Zimmerman, Floyd W.

## 1929

Aegerter, Roma C.  
Anderson, Alvin H.  
Ausman, Edward H.  
Beebe, Helen L.  
Beecher, Mildred M.  
Bergland, Ruth J.  
Beyler, Valera  
Blank, Viola  
Blume, Lawrence A.  
Boettler, Ruth B.  
Borgman, Robert O.  
Bosshardt, Orval  
Brandes, Leona R.  
Brockhaus, Herman H.



Broeker, Milton M.  
 Budke, Ezra H.  
 Busse, Fred A.  
 Calvert, James M.  
 Carlstedt, LaVerne H.  
 Chiang, I. Kwei  
 Church, Harriet J.  
 Clark, Harriet S.  
 Compton, Russell L.  
 Cook, A. James  
 Corel, Glenn J.  
 Ecki, Mary E.  
 Eder, Gladys W.  
 Elfrink, Kathryn B.  
 Erne, Spurgeon B.  
 Evans, Kenneth C.  
 Fawcett, Algenia B.  
 Feik, B. Beryl  
 Goerz, Lorina E.  
 Goerz, Lydia R.  
 Good, Edward M.  
 Grauberg, Oscar L.  
 Gronewold, David H.  
 Gutknecht, Selo A.  
 Hahn, Dorothy M.  
 Hahn, Edward M.  
 Hall, John S.  
 Hallman, E. Emerson  
 Hancox, Howard R.  
 Herkner, Melvin W.  
 Hoesch, Albert W.  
 Jordan, Floyd T.  
 Kaatz, Torrey A.  
 Kaiser, Alvin R.  
 Keagle, Foster  
 Kimmel, Charles B.  
 Kluckhohn, Caroline A.  
 Knepper, Paul A.  
 Knox, Edith W.  
 Koch, Vanessa I.  
 Korf, Esther  
 Krell, Lawrence H.  
 Lane, William H.  
 Lehn, Leslie B.  
 Leuning, George  
 Marks, Harley A.  
 Marks, Ora L.  
 McLaughlin, Alford H.  
 Miller, Clifford R.  
 Mizener, Helen D.  
 Moser, Edward J.  
 Nienhuis, J. Arthur  
 Parr, Helen J.  
 Pattullo, Ralph E.  
 Rabe, Harris C.  
 Ranseen, Joyce D.  
 Schauss, Miriam E.  
 Schelling, Mildred E.  
 Scheurer, Clare E.  
 Schmidt, Mertie E.  
 Sell, Harold M.  
 Senn, Eric E.  
 Senty, Anton J.  
 Staeger, Arno  
 Stanelle, Margaret C.  
 Stecher, Ruth L.  
 Strawe, Lewis C.  
 Strutz, Clara  
 Swartz, Alice E.  
 Timmer, Verna M.  
 Uebele, Loyd W.  
 Utzinger, Delta L.  
 Vogel, Henry H.  
 Voss, Beulah R. E.  
 Walter, Mabel R.  
 Walz, Leona A.  
 Wee, Timothy I.  
 Wehling, Ella R.  
 Weyrick, Zelma T.  
 Williams, Mabel A.  
 Womer, Robert L.  
 Young, Robert W.

Zegers, Bernard H.  
 Zeller, Pearl L.  
 Zimmerman, Ruth

**1930**

Amacher, Arthur M.  
 Amy, C. Annette  
 Antoine, Ida E.  
 Attig, Melvin G.  
 Bacevich, Bron C.  
 Berger, Gladys C.  
 Bleck, Vera Mae  
 Bork, Evelyn L.  
 Brandauer, Frederick W.  
 Daniels, Charles F.  
 Deabler, Thelma Williams  
 DiDio, James O.  
 Dreier, Ernestine M.  
 Dufendach, Alice O.  
 Dynes, Constance E.  
 Faist, Frederick M.  
 Feldt, Frederick W.  
 Garman, Ruth E.  
 George, Esther D.  
 Grenzebach, Lillian L.  
 Haag, Louise S.  
 Habecker, A. Myrleen  
 Harr, Wilber C.  
 Hartman, G. Weir  
 Hawbecker, George E.  
 Hawkins, Merritt A.  
 Hawkins, Warren L.  
 Heckendorn, Clayton  
 Heitke, Roy S.  
 Hoisick, Lydia C.  
 Holdeman, Ralph M.  
 Hughes, Mary Helen  
 Johnsmeyer, Ruth I.  
 Jordan, Norma J.  
 Jordan, Wesley A.  
 Juhnke, Clarence W.  
 Keiser, Forrest Rose  
 Kesselring, Ralph A.  
 Kibler, Fred H.  
 King, Clyde B.  
 Knuth, Reuben O.  
 Koch, Wilfred G.  
 Kurth, Albert J.  
 Lang, Pearl M.  
 Libutski, Laura C.  
 Leuben, Helen M.  
 Maas, Marjorie E.  
 Manshardt, Donald O.  
 Marks, Renotta  
 McWatters, Vera E.  
 Mehthouse, Pearl M.  
 Messner, Harold K.  
 Meyer, Cecelia S.  
 Miller, Melvin E.  
 Miller, Nelda M.  
 Muller, Walter W.  
 Myers, Watt, Jr.  
 Newton, Mildred C.  
 Nolting, Verona B.  
 Obright, Russell B.  
 Oeschger, Harold D.  
 Osborne, Lawrence J.  
 Peterson, Paul G.  
 Phillips, Ramona M.  
 Plaxton, Joyce W.  
 Poole, Margaret J.  
 Pope, Floyd F.  
 Puhl, Howard V.  
 Putnam, Laura C.  
 Rein, John D.  
 Reynolds, Mary Grace  
 Riggert, Hans W.  
 Rikli, M. Verana  
 Rousseau, Camille  
 Sargent, Caryl

Schafer, Dorothy R.  
 Schafer, Wilbur F.  
 Schendel, Ervin M.  
 Schilling, Betty P.  
 Schoeller, Robert F.  
 Shaffer, Everett D.  
 Smith, Arline B.  
 Snider, Mary Moberly  
 Staubus, Lydia  
 Stewart, Graeme  
 Swisher, Okey R.  
 Taam, Fook-Kwan  
 Tappmeyer, Elda  
 Trapp, Ramah L.  
 Umbach, Ruth B.  
 Van Norman, Howard  
 Vetter, Dale  
 Wagner, Albert B.  
 Wang, Kuei Fa  
 Weber, Alice W.  
 Wuertz, Elma  
 Zahl, Helen R.  
 Zick, Verna C.  
 Zietlow, Frederick G.  
 Zimdars, Edward P.  
 Zimdars, Mathilda A.

**1931**

Bair, Naida  
 Baker, Eleanore M.  
 Baumgartner, Victor G.  
 Behr, Mildred Viola  
 Bergeman, Ruth M.  
 Bergstresser, Karl S.  
 Bishop, J. Byron  
 Bogart, Elsie  
 Bone, Hugh A.  
 Bork, Angelin O.  
 Bornoff, Louis H.  
 Bowron, Dorothy Viola  
 Brandt, E. Marie  
 Brandt, Weldon H.  
 Brannan, Herman A.  
 Christ, John C.  
 Claus, C. Frederick  
 Cooper, Doris I.  
 Danner, Edwin C.  
 Deabler, Herdis L.  
 Deckinger, Wm. J.  
 Dougherty, Irene A.  
 Eigenbrodt, Adeline R.  
 Eisenach, Gladys A.  
 Epling, Ervin W.  
 Erne, Judson S.  
 Farnsworth, F. Marian  
 Fawcett, Marcella L.  
 Fishley, Eva Lorene  
 Fritzemeyer, Esther  
 Henrietta  
 Grame, Hattie Lang  
 Greenaway, Frances O.  
 Gross, F. Francis  
 Guell, Corwin C.  
 Haines, Ernest T.  
 Haller, Caroleen  
 Hayden, Elois  
 Heinmiller, Anna  
 Mabel  
 Hovey, Florence M.  
 Juedes, Evelyn R.  
 Kates, Edna L.  
 Kenas, Emil H.  
 Keough, Richard H.  
 Keough, Robert C.  
 Kimmel, William B.  
 Kramer, Charles G.  
 Kyner, Elaine  
 Larsen, Ellen J.  
 Lee, Yuk Wu  
 Leverenz, Joseph W.  
 Malmberg, Kenneth J.  
 Manthei, Wesley F.

Marks, Roy E.  
 Marshall, Agnes L.  
 Marshall, Charles T.  
 Mather, Frederick R.  
 Munson, Cecil L.  
 Nehrbass, Milton F.  
 Nemoto, Fuji  
 Oberlin, Viola K.  
 Pyle, Perry E.  
 Regli, Esther L.  
 Rennells, Constance A.  
 S.  
 Rhein, Victor M.  
 Rikli, Mary Elizabeth  
 Rosar, Earl S.  
 Rosenow, Lester W.  
 St. Clair, Edna B.  
 Sauer, Alvan A.  
 Schaefer, John F.  
 Schneider, Leo F.  
 Schoenleben, Della D.  
 Schulz, Milford D.  
 Seebach, Kenneth G.  
 Seibert, J. Wesley  
 Sleeter, Howard E.  
 Smay, John Leroy  
 Smith, Grant E.  
 Starr, N. Ruth  
 Stiefbold, Joyce  
 Toburen, Leslie F.  
 Ude, Norman E.  
 Unger, A. Clayton, Jr.  
 Vogel, Lillian E.  
 Voight, Alice L.  
 Wang, Winifred Kuo  
 Warne, Jeanette A.  
 Wiest, David I.  
 Williams, Alma M.  
 Williams, John C.  
 Wolf, Frank G.  
 Zimmerman, Vernon L.

**1932**

Achenbach, Francis  
 Clair  
 Amtsbuechler, Aaron L.  
 Amtsbuechler, Ernest R.  
 Arends, B. Gwendolyn  
 Becker, Irene M.  
 Beightol, Clara M.  
 Bernd, Bernice N.  
 Bleck, Gladys O.  
 Bloede, Gertrude K.  
 Bock, Janet M.  
 Boettcher, Carl W.  
 Boettcher, Clarence W.  
 Bonnema, Charles J.  
 Born, Orrin E.  
 Bornemeier, Daniel S.  
 Brewes, Delbert A.  
 Broeker, Ruth R.  
 Burger, Earl R.  
 Caldwell, Robert E.  
 Clark, Alvera B.  
 Claus, Truman S.  
 Compton, Herman F.  
 Corrallo, Samuel J.  
 Dauberman, Earl L.  
 DeVeney, Dean R.  
 Doenier, Lloyd A.  
 Dunlap, Margaret E.  
 Elfrink, Dorothy  
 Evans, Daphne L.  
 Fischer, Esther H.  
 Fischer, Raymond F.  
 Frye, Eloise G.  
 Garman, Illah N.  
 Gingrich, Oleva E.  
 Givler, Beatrice E.  
 Good, Mildred M.  
 Graham, William C.  
 Haehlen, Dorothy N.



Hafenrichter, Mercedes  
Haist, Gordon K.  
Heinhorst, Earl E.  
Henninger, Edward W.  
Herr, Wilma E.  
Hertel, Roland K.  
Heydt, Lucile V.  
Hikes, Katherine P.  
Hinders, Lloyd A.  
Horst, Albert W.  
Johnson, Ira C.  
Jones, Edith E.  
Jones, Frances R.  
Kauffman, Curtis A.  
Kimmel, Miriam F.  
Kerth, Ernest Otto  
Kimmel, Dorothea  
Kitson, Paul H.  
Klass, Walter K.  
Klump, Norman W.  
Koster, Arthur  
Kring, Donald R.  
Laufer, Tillie M.  
LeConte, William G.  
Lenz, Joseph R.  
Link, Frances M.  
Linnig, Bernice Vern  
Lobaugh, Kenneth C.  
Luss, Edward V.  
Manges, Ward E.  
Marckhoff, Alberta A.  
Mehnert, Della V.  
Norton, Orren E.  
Pepiot, Harold M.  
Peifer, Alta M.  
Piehn, Orville M.  
Plagge, Ruth M.  
Poole, Florence M.  
Powers, Ruth K.  
Procknow, Doris C.  
Razaitis, Charles A.  
(Ross)  
Rickard, Thomas O.  
Riskenwald, Robert H.  
Schafer, Ezra M.  
Schiele, Marguerite H.  
Siewert, Otto L.  
Smith, Audine V.  
Stallman, Alfreda K.  
Summerfield, Edith A.  
Tien, Pei-chih  
Trojan, Amy S.  
Umbach, Mary Guyot  
Urbauer, Lila G.  
Van, Clarence C.  
Voelker, Kathryn I.  
Willison, Almeda F.  
Wolf, Kathryn E.  
Zahl, Paul A.

## 1933

Allanson, Wallace W.  
Annis, Louise D.  
Barry, John R.  
Becker, Clayton  
Beckers, Mary C.  
Beecroft, Robert F.  
Bouldin, John R.  
Byas, Grace M.  
Clifford, Thomas J.  
Cogswell, Merton B.  
Dewar, Helen E.  
Faxon, Nancy G.  
Feik, S. Marie  
Fisher, Vernard F.  
Fishley, Vera M.  
Frank, Herbert S.  
Gamber, E. Paul  
Gantzert, Marie G.  
Gruber, Florence M.  
Hafenrichter, Uarda U.  
Hazenfeld, Harold H.

Herr, Gladys Mary  
Hillel, Jacque  
Hofert, Wilma M.  
Hornback, John A.  
Johnson, William H.  
Kay, Allen L.  
Klauss, Kenneth M.  
Klump, Theodore C.  
Koenig, George Walter  
Korfist, Mildred A.  
Kortemeier, Leland B.  
Laufer, Carol L.  
Leedy, Haldon A.  
Lembke, Ruth H.  
Lemke, Harold C.  
Marquardt, T. Richard  
Parker, Winnifred B.  
Paul, H. Dallas  
Pitsch, Elizabeth L.  
Raduege, Harvey W.  
Randall, Salvatore J.  
Rathmell, John M.  
Render, Ruth R.  
Richard, Lloyd J.  
Roehrdanz, Melvin J.  
Runkel, LaVern E.  
Schlemmer, Edith L.  
Schneller, Marian M.  
Schultz, Harvey A.  
Sleezer, Paul E.  
Slick, Virginia M.  
Soltan, Melvin E.  
Spahn, Henrietta M.  
Stauffer, Joy  
Stewart, Eleanor M.  
Stiles, Harlan A.  
Strasburg, Robert D.  
Sturgeon, Kenneth  
Thiele, Clarence E.  
Thompson, Grace C.  
Trebilcock, Jeanette  
Ulth, Dorothy A.  
Umbreit, Vera J.  
Von Wald, Kenneth H.  
Weber, Frances L.  
Wurtz, Leonard H.  
Wykle, Arlon E.  
Yoh, Charles  
Zebarth, Herbert E.

## 1934

Abel, Harold W.  
Allen, D. Geraldine  
Attig, Clarence J.  
Baker, Woodrow U.  
Bischoff, John W.  
Bleck, Harold A.  
Boecker, A. Bernadine  
Bostian, Paul  
Bowen, Evelyn M.  
Breithaupt, Arthur L.  
Brown, Donald E.  
Diekfuss, Edwin W.  
Domm, Sheldon E.  
Downer, Earl E.  
Englert, Robert E.  
Epp, Helen M.  
Fink, Alfred C.  
Foley, Virginia K.  
Frazier, Cecil E.  
Fry, Arthur Stanley  
Gates, Merrill P.  
George, Mary S.  
Goetz, Ada M.  
Greenwald, E. James  
Hansen, Raymond J.  
Hartman, Kathryn M.  
Hehn, Orlando V.  
(Hayne)  
Heiss, Margaret M.  
Hinders, Lloyd A.

Hubmer, Courier G.  
Jacobsen, B. Lowell  
Jones, Katherine A.  
Kime, Donald C.  
Lamoreaux, Robert C.  
Lang, Marian L.  
Laufer, Edwin C.  
Lueben, Luella V.  
Lueben, Lydia L.  
Maas, Dorothy J.  
Marks, Argent R.  
Marks, Harvey W.  
Marks, Silas E.  
Mayer, R. Barbara  
Meacham, Jack K.  
Melius, Willa B.  
Meyer, Walter H.  
Migley, Rosemary  
Nielsen, Ruth L.  
Ocken, John L.  
Oesterle, Burnell A.  
Oesterle, Marjorie J.  
Paschke, Harriet B.  
Paydon, J. Findlay  
Pelling, Helen E.  
Powelson, D. Kenneth  
Quantock, Norman C.  
Ramey, Ruth B.  
Ransean, A. Narcissa  
Reynolds, Myriam M.  
Rieder, Christian A.  
Riedy, Leona M.  
Rusch, Norman J.  
Sauer, A. Milton  
Schmidt, Arlean M.  
Schubert, Anton T.  
Schuck, Lewis C.  
Schum, Ernest H.  
Schwander, Iona A.  
Shoop, Everett N.  
Stephan, Paul M.  
Stuttle, Robert W.  
Temple, Helen L.  
Tesch, Gordon H.  
Tozer, Charles P.  
Van Valen, Wilma E.  
Vaubel, Emerson E.  
Veh, Helen M.  
Vergie, Kathryn L.  
Warne, John H.  
Wheeler, Marian E.  
Wright, Leo A.  
Wright, Lloyd F.  
Yunker, Helen M.

## 1935

Babler, Lonah  
Bateman, Corinne Miskelly  
Beese, Lawrance L.  
Bischoff, Milton W.  
Browne, E. Carol  
Bulow, Marian  
Caldwell, John F.  
Clare, Patience D.  
Davis, Merrill C.  
Deiber, John E.  
DeVeny, Margaret  
Dillon, Adolf S.  
Eisele, Lawrence E.  
Erickson, Clarence A.  
Feucht, M. Ruth  
Finkbeiner, Paul  
Friesleben, Bernice  
Frisbie, Martha A.  
Fritz, Kenneth  
Gamertsfelder, Carl C.  
Gensrick, Vernice A.  
Gettinger, Charles E.  
Haag, Earl J.  
Hanke, Lilah M.  
Hanke, Robert

Hatch, Edwin Harley  
Immel, Lewis S.  
Johnson, Marshall  
Juhnke, LeRoy W.  
Kesselring, W. Harold  
Kiess, Florence M.  
Klebe, Adela Anna  
Mabel  
Knauer, Doris  
Kochendorfer, Virginia  
Kram, Dorothea J. B.  
Kreamer, John Calvin  
II  
Kreitzer, Dorothy H.  
Kuglin, Karl H.  
Leitner, Alene L.  
Lenzner, Phyllis M.  
Lozier, Naomi E.  
Mather, Esther M.  
Mattill, Emma M.  
Mercer, Ruth L.  
Migley, Jane E.  
Miller, Robert I.  
Morse, Eleanor G.  
Neill, Fred W.  
Nelson, DeWitte, Jr.  
Nihlroos, Doris L.  
Nolte, Wilbur  
Odom, Clarence K.  
Reichenbacher, Ralph J.  
Reninger, June R.  
Ries, Ila M.  
Roemer, Rosalia S.  
Rusch, Roger A.  
Salt, George E.  
Schendel, Mae M.  
Schmidt, Martha E.  
Seebach, Viola E.  
Seitz, Victor W.  
Shearer, Ruth A.  
Shiffert, Elbert D.  
Smith, Gordon H.  
Speranza, Vincent James  
Stephan, Helen L.  
Strack, Eleanor E.  
Swift, Donna D.  
Tenney, Romaine W.  
Van Adestine, Francis  
Vogel, Milton R.  
Wagner, Gerald M.  
Watson, Gladys Elizabeth  
Wendlandt, Elver H.  
White, Harold E., Jr.  
Youngberg, Harold R.

## 1936

Artes, Irving E.  
Ball, Robert B.  
Bell, F. Martin  
Bennett, Robert M.  
Bergeman, Lois L.  
Bertram, Helen  
Bischoff, Paul S.  
Bock, Christabel A.  
Bollen, Donald W.  
Boorkman, William A.  
Born, Myrtle M.  
Burrroughs, Willard M.  
Chan, Chester  
Chang, Ching-Yuein  
Collins, Harrison F.  
Creighton, W. Stanley  
DeVeny, Mary Elizabeth  
Dietrich, Anna L.  
Dittman, Albert L.  
Douwsma, Gerrit B.  
Erfmeyer, Lucille M.  
George, Miriam J.  
Godfrey, Vincent T.  
Graves, Reber

Groves, William H.  
 Haber, E. May  
 Hafenrichter, Belinda  
 Hallwachs, Helen A.  
 Hallwachs, Robert G.  
 Hartman, Robert W.  
 Hartwig, Marvin F.  
 Hasewinkel, Carroll W.  
 Heinrich, Marie M.  
 Heitkotter, Kathryn E.  
 Hornback, Ada E.  
 Jamison, Donald R.  
 Jeffers, F. Eugene, Jr.  
 Kaney, Edward E.  
 Keiser, Paul E.  
 Kempiners, Russell G.  
 Kendall, Margaret H.  
 Koch, John F.  
 Laier, Margaret K.  
 Maechtle, Lowell E.  
 Makar, Anton W.  
 Mannino, Anthony G.  
 Marquardt, Robert F.  
 McCollum, Giles B.  
 Merrill, Emily F.  
 Miller, Norbert H.  
 Olsen, Chester A.  
 Orth, Irving W.  
 Peck, Robert W.  
 Perkins, L. Eleanor  
 Peters, George  
 Phillips, Violet Mae  
 Rayner, Howard M.  
 Richardson, Bess-Marie  
 Runge, Phyllis M.  
 Russell, Paul Clain  
 Schafer, Lucille E.  
 Schulz, Willard W.  
 Schumacher, Helen M.  
 Shultz, Mary Magdalene  
 Slabaugh, Wendell H.  
 Sperry, John R.  
 Spiegler, William W.  
 Stallman, Clarence D.  
 Steffen, Dale S.  
 Stump, Donald A.  
 Swihart, Constance  
 Washburn, Paul A.  
 Werner, Roy Donald  
 Wildin, Cleo B.  
 Wilkie, Gerald G.  
 Wilson, Doris M.  
 Woodward, J. Guy  
 Wright, Robert R.  
 Wunsch, Lloyd A.  
 Young, Robert A.  
 Yuknis, Leonard F.  
 Ziemer, Alice Mae

## 1937

Albrecht, Robert H.  
 Austin, Marie L.  
 Baker, Eldon G.  
 Bartel, Bernard  
 Bartel, Nathan N.  
 Bauer, Robert V.  
 Beitel, Donald W.  
 Bodin, June E.  
 Brandt, E. Isabelle  
 Burger, Adah M.  
 Carmany, John J.  
 Classen, Arthur C.  
 Clausen, Walter H.  
 Close, Ralph G., Jr.  
 Culver, A. Charles  
 DeBartolo, Hansel M.  
 Dietrich, Lewis H.  
 Dittman, Roy A.  
 Ericksen, Lyvind F.  
 Ettner, Kenneth C.

Feucht, Ramona E.  
 Figi, Elaine M.  
 Froula, Henry C., Jr.  
 Gamertsfelder, G. Royce  
 Garvin, Keig E.  
 Gilbert, John A., Jr.  
 Gillette, Howard E.  
 Goddard, Dorothy  
 Goelzer, Dolores M.  
 Goss, Cecil A.  
 Hammersmith, Marguerite  
 Hart, Jean A.  
 Hartman, Paul T.  
 Hatch, Ansley W.  
 Heardt, John Burton  
 Herrick, Elmer D.  
 Hochradel, Karl  
 Hollister, William A.  
 Hornschuch, Willard E.  
 Keiser, Julian J.  
 Kiekhoefer, Helen L.  
 Landwer, Donald F.  
 Langlitz, M. Vincent  
 Ledrich, Anna E.  
 Leedy, Rosabel M.  
 Leimann, Helmut D.  
 Littleford, Frank W.  
 Malek, Rudolph G.  
 McNamara, Ellen E.  
 Merritt, Thomas P.  
 Miller, Mary K.  
 Myers, Shirley M.  
 Page, John W.  
 Page, Thomas J.  
 Phelps, Betty Lou  
 Piper, Henry W.  
 Powers, Ivan  
 Quandt, Harvey G.  
 Rawcliffe, R. Douglas  
 Reichertz, Kathryn M.  
 Reichertz, Paul P.  
 Riebel, John D.  
 Roesti, LeRoy P.  
 Schell, Wilma M.  
 Schendel, Floren F.  
 Schmidt, Clarence F.  
 Schmidt, Generva F.  
 Schroeder, Clair H.  
 Siebert, Lloyd M.  
 Spangler, Beatrice V.  
 Stark, James F.  
 Staub, Thekla A.  
 Stratton, C. Kerwin  
 Swanberg, Glenn G.  
 Thomas, Frances L.  
 Thornton, Miriam L.  
 Thumley, James G.  
 Watson, Ruth L.  
 Way, Gilbert E.  
 Weiss, Jane E.  
 Wendland, Bernice E.  
 White, Dorothy E.

## 1938

Abbott, William L.  
 Anderson, Edward L.  
 Banderson, W. Ruth  
 Bapst, Dennis D.  
 Bauernfeind, Burton V.  
 Birdsall, C. Lee  
 Bischoff, Walter A.  
 Bishop Kennard M.  
 Bossert, Edward O.  
 Brands, Edwin R.  
 Briggs, Charles C.  
 Bursack, Vilas F.  
 Canfield, Helen W.  
 Cann, J. Duane  
 Clodjeaux, Jacques H.  
 Clubb, John W.  
 Crain, Christine

Cramer, Ruby R.  
 Cramer, Solomon G.  
 Dale, Harold J.  
 Darnell, Charles W.  
 Deabler, Marian E.  
 Dotlich, Esau  
 Doverspike, G. Lorayne  
 Dummer, Herman E.  
 Eigenbrodt, Garfield L.  
 Ekstrom, F. A.  
 Ewer, Bertrand R.  
 Faulkner, Ralph Woodrow  
 Frantz, Olive S.  
 Fries, Kathryn M.  
 Gantzert, Bernice H.  
 Gauthier, Evan F.  
 George, Malcolm W.  
 Giese, Milton W.  
 Giese, Willard A.  
 Goetz, Carolyn W.  
 Graver, Grant V.  
 Groves, Benjamin H., Jr.  
 Gustafson, Lucile J.  
 Guzauskas, Anton C.  
 Haman, Harriet J.  
 Hammersmith, Ruth K.  
 Haney, Josephine C.  
 Hansen, Lloyd W.  
 Hartman, Doris M.  
 Hartong, Frances B.  
 Heardt, George O.  
 Heckaman, Marlowe A.  
 Heilman, Herbert W.  
 Heim, Julian W.  
 Heinmiller, Marjorie V.  
 Hibbard, Carolton  
 Hoyes, Jr.  
 Hillman, Charles A.  
 Hobert, Walter E., Jr.  
 Jahlka, Joseph  
 Jockens, Ruth M.  
 Kaney, Wayne R.  
 Kennell, Woodrow W.  
 Keyes, Ralph Eugene  
 King, Edith L.  
 Kotik, Lillian L.  
 Krahler, Laura C.  
 Krueger, Kenneth W.  
 Kudrinsky, Oldrich J.  
 LaFavre, V. Mildred  
 Lepien, Myrtle K.  
 Lindstrom, John M.  
 Locke, Philip F.  
 Lubach, Vera H.  
 Lundgren, Lucille H.  
 Maas, Edith L.  
 Mast, Naomi E.  
 Maves, Melvin A.  
 McDonald, James H.  
 Mehn, Virginia L.  
 Metzger, Roland G.  
 Misteale, Harold E.  
 Morgan, D. Elizabeth  
 Nietert, Paul V.  
 Peterson, Nevin H.  
 Plapp, Willis E.  
 Reuber, Mervyn E.  
 Rickel, Homer L.  
 Riter, Aldine L.  
 Schmah, Orlando R.  
 Shearer, Richard D.  
 Shiffer, Arlyn D.  
 Shoger, Paul M.  
 Siewert, Donald H.  
 Slabaugh, Carlyle B.  
 Sloan, Donald E.  
 Stansfield, Genevieve E.  
 Stark, Irene R.  
 Stewart, William P.  
 Teichmann, Robert

Utecht, Luella E.  
 Vieth, Howard R.  
 White, Lawrence M.  
 Wolf, Earl G.  
 Wright, George A.  
 Yoder, Carl H.  
 Young, Leland H.  
 Zeeh, Illene V.

## 1939

Abell, Roberta E.  
 Allen, Claude L.  
 Arnold, Robert P.  
 Aspray, Kime E., Jr.  
 Aten, William G., Jr.  
 Aykens, Henry P.  
 Ayre, Edgar R.  
 Bauer, Ruth F.  
 Beatty, V. Lorraine  
 Beck, J. Franklin  
 Beebe, Donald Kenneth  
 Boardman, Charles R.  
 Boldebeck, Edith M.  
 Bossert, Clifford I.  
 Bossert, Elwood U.  
 Brands, Charles W.  
 Breen, James T.  
 Brown, Milton J.  
 Brubaker, Norman H.  
 Bubert, Miriam L.  
 Busse, Ruth J.  
 Clem, H. Charles  
 Combess, Margaret E.  
 Crosby, Edwin S.  
 Dauner, Frank A.  
 Davis, Ivan F.  
 Deckinger, Esther E.  
 Deily, Harold J.  
 DeMott, Neoma I.  
 DeRoo, Robert F.  
 Diehl, Katherine Y.  
 Doverspike, F. Wayne  
 Emmert, Elizabeth M.  
 Enz, Mark G.  
 Epp, Ruth E.  
 Fager, Ethel L.  
 Farley, Deane M.  
 Gay, A. Edward  
 Goss, Elaine Guither  
 Hafenrichter, Carl G.  
 Heilman, James F.  
 Hemm, L. Earline  
 Hobert, E. Margaret  
 Hofer, Donald A.  
 Hoffman, Robert W.  
 Hoyt, Sherman B.  
 Hubmer, Harold W.  
 Hudiske, Margaretha E.  
 Huppertz, Mary E.  
 Jacobs, Vivian V.  
 Jannusch, Laura G.  
 Jayne, Katherine F.  
 Johnson, Richard B.  
 Keith, Gilbert P., Jr.  
 Klose, Barbara A.  
 Kuebler, Harold J.  
 Lamb, Jane A.  
 Lamoreaux, Donald C.  
 LeBaron, Winnafred  
 Leedy, Kathryn J.  
 Lehr, Sylvan M.  
 Leonard, J. Frank, Jr.  
 Lounsbury, Gertrude L.  
 Lubach, Illene E.  
 Marshall, Helen R.  
 Martin, Robert G.  
 McKnight, James E.  
 Meierhenry, R. L.  
 Meisinger, Fred H.  
 Meredith, Paul A.  
 Meyer, Gladys Mae  
 Monte, Pauline E.

- Morin, Joseph A.  
Mulligan, Robert A.  
Nash, Helen M.  
Nelson, Mary  
Oesterle, Clare E.  
Olsen, Howard I.  
Parker, F. Karl  
Paydon, A. Stephen  
Piper, A. Greta  
Plumley, Merwyn C.  
Prescott, William A.  
Provenzano, Joe A.  
Rayner, Rachel B.  
Richard, Dorothy L.  
Rikli, Arthur Eugene  
Ruge, Daniel A.  
Ryan, Richard E.  
Sarao, Ernest A.  
Schaeffer, Everett W.  
Schendel, Laurel L.  
Schendel, Verla V.  
Schug, Anna L.  
Schug, Philip C.  
Schumacher, Laura M.  
Schweikert, Helene  
Shoger, Stuart J.  
Sippell, M. Kenneth  
Smith, Jack A.  
Spreng, Marian L.  
Spring, Charles A.  
Stafney, Lydia Jeane  
Steinhebel, Robert E.  
Tellinghuisen, Alfred E.  
Thomas, Charlotte E.  
Thomas, R. Lucile  
Tiefenthal, John W.  
Trachte, Ruth E.  
Waffer, Donald S.  
Wagner, Gertrude M.  
Weishaar, Marvin A.  
Wendland, Gladys B.  
Wendland, Leonard V.  
Wilkie, Geraldine E.  
Winter, Chester B.  
Womer, Clyde W.  
Wood, Everett E.  
Yager, Loren E.  
Yender, M. Elizabeth  
Younts, G. Robert  
Ziemer, E. Opal
- 1940**  
Baird, John Wm., Jr.  
Baum, Ruth Kathryn  
Bishop, Gerald O.  
Borggrebe, Jack K.  
Boyd, Ruth E.  
Brand, Alton L.  
Bricker, O. Herbert  
Broeker, Elaine Elsie  
Buss, Josephine M.  
Cigrand, Elroya J.  
Cook, Herbert F.  
Cooper, Anna O.  
Darnell, Dorothy Jean  
Dauner, Edith A.  
Davis, Darrell A.  
Davis, J. Russell  
Flessner, Harold B.  
Gabel, A. Clyde  
Gattshall, Mark Wayne  
Gillgoly, Fred D., Jr.  
Goetz, Jeanne L.  
Golding, Audrey Bjorseth  
Graunke, W. Lloyd  
Greenawalt, Josephine A.  
Groves, Ruth L.  
Guell, Eunice Lucile  
Haldeman, Mildred E.
- Hampson, Arthur, Jr.  
Hammer, Barbara J.  
Harris, Richard W.  
Hartong, Franklin R.  
Hayden, Richard  
Heckaman, Monvilo E.  
Heinhorst, Ferne E.  
Hem, Wilma E.  
Hollister, Robert S.  
Holslag, Marian H.  
Hovey, Gray  
Immel, Woodrow A.  
Jackson, Evelyn R.  
Jenks, Ruth N.  
Johnson, Mildred J.  
Kastner, W. Gordon  
Kirkpatrick, Joyce L.  
Kitzenberger, Elaine E.  
Koehler, Robert E.  
Kuehn, Paul R.  
Leedy, Dorine E.  
Littleford, J. Wilbur  
Manning, Helen E.  
Marckhoff, Carla A.  
Martin, Jeanne L.  
Mau, Margaret C.  
McKinley, Kenneth R.  
Mehn, W. Harrison  
Messerschmidt, Lowell J.  
Miller, John D.  
Nally, Virginia E.  
Nicholson, William E.  
Nietz, Luella R.  
Norwice, Florence M.  
Overmyer, C. Samuel  
Peters, LaVerne J.  
Phillips, Elizabeth A.  
Piper, Elizabeth M.  
Poole, Albert E.  
Quantock, Robert W.  
Raacker, LaVon A.  
Rall, Joseph Edward  
Reeves, Marion E.  
Reimer, Anita Marie  
Roederer, Robert I.  
Rohrs, Edward C.  
Rota, Charles A.  
Russell, Franklin E.  
Saville, Barrett G.  
Schall, Harvey E.  
Schneider, Ruth L.  
Schultz, Carl F.  
Schumacher, Miriam L.  
Shields, Robert F.  
Shoger, Ruth M.  
Siewert, Alberta C.  
Smith, Ralph E.  
Spiegler, Vivadale V.  
Stockman, Elmer H.  
Stoner, Robert F.  
Strawe, Margaret  
Stucky, James C.  
Suhr, Esther L.  
Teichmann, Gordon G.  
Theuer, Esther H.  
Toepfer, Leonard C.  
Tompkins, Frederic D.  
Trout, Shirley Kay  
Weber, E. Jean  
Weinert, Glen C.  
Wendling, Evelyn I.  
Wenzel, Sterling A.  
White, Hugh C.  
White, S. Hooper  
Worsley, John F.  
Zubrigg, Norman H.
- 1941**  
Aegerter, Helen E.  
Argue, Harold S.  
Arnold, Harriet A.
- Babel, Jayne  
Beetz, Mabel K.  
Bench, Robert E.  
Bettinger, Charles E.  
Beuscher, Howard W.  
Bishop, Bruce H.  
Boettcher, Byron K.  
Brecheisen, James E.  
Brissey, Edwin Jack  
Bunse, Delpha C.  
Colpitts, A. Hunter  
Cook, Inez E.  
Cooper, Don L.  
Covert, Leona F.  
Craig, Margaret  
DeWilde, Gilbert J.  
Dill, Howard R.  
Divine, Robert B.  
Ellenberger, Otto H., Jr.  
Fersch, Rolland L.  
Freshley, Paul W.  
Freshley, Wendell W.  
Getz, Vincent  
Goldstein, Maxine M.  
Grambsch, Paul V.  
Greb, Mary Jane  
Grote, Nancy E.  
Gustafson, Katherine Ann  
Hammersmith, Mabel A.  
Hatch, Jack  
Henke, June A.  
Henning, Harold W.  
Hieber, Robert  
Hochsprung, Lorraine  
Hoesch, Armin C.  
Hofert, Herbert J.  
Huke, Frank B.  
Hunsinger, Paul M.  
Jenks, Roma Edith  
Johnson, Vivian M.  
Juhnke, Robert C.  
Kalas, Vera M.  
Kapp, Lorene G.  
Koch, Bessie B.  
Koch, Dorothy L.  
Kolander, Eileen B.  
Laier, Jean F.  
Lambrecht, Mary A.  
Lee, Richard A.  
Lehr, Elmer W.  
Lenzner, Shirley A.  
Lepien, Irvin A.  
Lepien, Phyllis H.  
Locke, Eleanor G.  
Machewicz, Lillian Joan  
Marks, Susan J. Eberhardt  
Martin, Daniel E.  
Mayer, Frances  
Mazza, Vincent  
McJunkin, J. David  
McKay, Janet  
Medal, Emily A.  
Millberger, Emily M.  
Miller, Dorothy G.  
Miller, Marcianne J.  
Neeves, Orla W.  
Nelson, Virginia M.  
Oliver, Guy E., Jr.  
Oliver, Jean M.  
Pauli, Ohm W.  
Pegg, Dorothy F.  
Perrine, Sheldon E.  
Peterson, Lloyd A.  
Polmanteer Virginia C.  
Raacker, Evelyn  
Raacker, Jeannette R.  
Rice, Marian J.  
Riebel, Harold W.  
Ritzenthaler, Shirley A.
- Scagliola, Dane T.  
(Scag)  
Schottenhamel, George C.  
Schultz, Naomi E.  
Shaffer, John T.  
Shepherd, Allen A.  
Shepherd, Joseph  
Stanger, George H.  
Steinke, Edward  
Stern, Mary Jane  
Streib, Gordon F.  
Sykes, John Wallace  
Thompson, Donald R.  
Thornnton, Irene A.  
Tompkins, Clinton D.  
Tooley, LaVern E.  
Troyer, Vera E.  
Umbreit, Henry A.  
Wessling, Dorothy  
White, Robert B.  
Wingert, Wayne E.  
Wright, M. May  
Yager, A. Louise  
Yoder, Elwin C.
- 1942**  
Anderson, J. Walter  
Bernhardt, Laurent J.  
Bertschinger, Joseph M.  
Beyler, Marian D.  
Blackmore, John C., Jr.  
Blank, Lois V.  
Boebel, Frederick W.  
Bonto, G. Virgil  
Brown, Charlotte C.  
Burek, Alexander J.  
Butler, Vincent H.  
Chamberlin, Martha L.  
Chatterton, Ruth S.  
Colley, Jeannette Marion  
Crummy, S. Maureen Collins  
Daily, Sherwood S.  
Darnell, Marian E.  
Davis, D. Dwight  
Dexheimer, Robert D.  
Doede, William R.  
Domm, Caroline R.  
Dunham, Harriett E.  
Eberhardt, Edward H.  
Ehlers, M. Leta  
Erfmeyer, Cathryn L.  
Essig, Howard W.  
Farley, Virginia R.  
Faust, Doris E.  
Faust, Ruth L.  
Geiger, W. Charles, Jr.  
Gibson, Gale B.  
Gill, Martha A.  
Gordon, Archer S.  
Grant, Elmer, Jr.  
Grecu, Thomas J., Jr.  
Groen, Ruth  
Hafenrichter, Fern H.  
Hafenrichter, Glenda R.  
Harshman, Dale L.  
Heidinger, Marjorie J.  
Heiser, Rosemary E.  
Herkner, Lois R.  
Hewitt, Dale E.  
Hilton, Jean E.  
Himmel, Joseph E.  
Ireland, George W.  
Jensen, Derwood P.  
Johnson, Margaret E.  
Kailer, Charles E.  
Keller, Delores M.  
Kellermann, Garfield H., Jr.



Kellogg, Edwin E.  
King, A. John  
Knoche, Frederick D.  
Kottke, Muriel M.  
Krueger, Waverly D.  
Lamm, Virgil J.  
Lebeck, Warren E.  
Lewis, Allen J.  
Lounsbury, Edith M.  
McHenry, Patricia A.  
Mellor, Richard F.  
Milar, Willis H.  
Miner, Dorothy E.  
Moore, Arthur J.  
Muellen, T. K.  
Nolan, Kenneth S.  
Odom, Norman C.  
Osterland, Frank C.  
Ostroth, Donald D.  
Parrott, Velma L.  
Prussner, John H.  
Rapp, Olive L.  
Rebstock, Mildred C.  
Reidt, Elizabeth M.  
Render, Alice V.  
Rigoni, Vivian A.  
Russell, Rosemary  
Russell, Samuel F., Jr.  
Schendel, Lyndon L.  
Schmidt, Robert E.  
Schnake, Paul W.  
Schweppe, Harvey W.  
Shatzner, William W.  
Siewert, Dorothy E.  
Singer, Anna Faye  
Smith, Evelyn L.  
Smith, Harry J.  
Spreng, H. Richard  
Stetzel, Doris M.  
Stone, George R.  
Taylor, Arthur M.  
Walker, Sarah A.  
Wickwire, Guy E.  
Wilkins, Anita R.  
Wright, Tanya  
Young, Malcolm E.

## 1943

Arlen, Mary L.  
Arlen, Robert J.  
Arndt, LaVetta Jean  
Bailey, Richard P.  
Baker, Edna M.  
Bates, James E.  
Bauman, Morris E.  
Baumgartner, Ruth I.  
Beams, John V.  
Benning, Merle R.  
Benning, Shirl H.  
Berger, Dean M.  
Berger, Hilbert J.  
Bourland, Harold P.  
Branch, A. Elizabeth  
Butenhoff, Robert L.  
Christopherson, Beatrice R.  
Cole, Mary L.  
Dailey, Charles H., Jr.  
Davis, Mary I.  
Dovenspike, Harry  
Dusek, Frank C.  
Eigenbrodt, Glenn L.  
Eversole, Gladys E.  
Fetz, William H.  
Fritz, Harry C.  
Gamertsfelder, Marjorie Jane  
Gibson, Elizabeth Augustine  
Gilpatrick, Louis O.  
Glading, Thelma M.  
Goetz, Charlotte K.

Green, H. Louise  
Greenberg, Ruth D.  
Heininger, Marjorie A.  
Helfrich, John P.  
Henning, Eleanor R.  
Hicks, Edward H.  
Hoffman, Harold D.  
Hopkins, Addiel L.  
Huntton, James K.  
Kastner, Robert C.  
Kitzenberger, Dorothy Mae  
Koehler, Richard A.  
Kolthoff, Norma J.  
Krueger, Shirley Parsons  
Krug, Elizabeth C.  
Lacey, Betty J.  
Laier, Carol R.  
Leffler, John M.  
Long, Roland E.  
Loser, Arla L.  
Massie, Ethel Ward  
Matthies, Virginia  
Mayer, Jean E.  
McLean, Donald G.  
Mehn, Howard L.  
Merget, Barbara A.  
Miller, Gail L.  
Mueller, Margaret  
Payne, Esther M.  
Peterson, Erling W.  
Preston, John G.  
Richert, Virginia M.  
Rikli, Geraldine R.  
Rodibaugh, George Ralph  
Rott, Margaret L.  
Russell, Robert Wm. Ladd  
St. Angelo, George A.  
Schriver, Eldon  
Schroeder, Carl N.  
Sciuto, Joseph W.  
Seth, Dorothy M.  
Siple, Dorothy M.  
Smith, Alice M.  
Spencer, C. Weston  
Spiegler, Madge M.  
Stahl, Marian E.  
Stark, Paul F.  
Steen, Ronald H.  
Studer, Warren G.  
Swift, J. Virginia  
Taylor, Patricia M.  
Tooley, Esther M.  
Tuck, Robert L.  
Van Selus, Viola E.  
Wagner, William C.  
Wan, Charles Chun-huo  
Wedsworth, Thomas  
White, William D.  
Williams, Gowan Hoyt  
Wolf, Marcia E.  
Zachman, Mildred J.

## 1944

Accola, Harvey O.  
Allen, J. Gordon  
Attig, Ruth M.  
Bailey, Olive Jean Hughes  
Beher, William T.  
Beitel, R. Jeanne  
Beyler, Roger E.  
Bond, George B.  
Bosshardt, June H.  
Burdick, Ruth V.  
Card, Anna E.  
Carlson, Virginia M.  
Cook, Velma A.  
Deabler, Harold H.

Ebert, Alvin W.  
Farnham, Robert E.  
Feaver, H. Virginia Rutherford  
Gerhardt, Muriel A.  
Grote, Lois K.  
Guither, Francis G.  
Hasewinkel, Herberta E.  
Heinrich, Dorothy J.  
Herbst, James A.  
Hoelt, Ferne Hack  
Hubmer, Keturah M.  
Ittner, Helen Lach  
Johnson, Avis L.  
Kahl, Leonard M.  
Kato, Kikuko  
Kilgore, Paul E.  
King, Helen V.  
Kinn, Frederick S.  
Knoespel, Kenneth S.  
Kulper, Gladys I.  
Litchfield, Carl J.  
Mahlman, Richard W.  
McDowell, Margaret E.  
Mehn, Georgia L.  
Miller, Helen L.  
Nelson, Mae Ellen  
Nichols, Juliette  
Ogborn, Martha E.  
Rebstock, John F.  
Rudolph, William R.  
Schmidt, Helen D.  
Schnieder, Shirley J.  
Seitz, Robert E.  
Shilling, Gilbert L.  
Shoger, David M.  
Sommer, Florence A.  
Steckel, James D.  
Stevens, J. Paul  
Stressman, Roger M.  
Thompson, James R.  
Thorne, E. DeWitt  
Vandersall, Wilma M.  
Venard, Evelyn  
Warrick, James E.  
Wegner, Grace M.  
White, Hazel Bulthouse  
Winter, Evelyn L.  
Worner, Margaret  
Yenerich, Wallace C.

## 1945

Arndt, Dorothy L.  
Augustine, Marion L.  
Bell, Lorena M.  
Bentley, Lorraine J.  
Blount, Phyllis  
Boyer, Audrey E.  
Brembeck, Ardis C.  
Christofersen, Mabel  
Dassow, Gladys E.  
Dunkel, Thomas L.  
Edwards, Margaret L.  
Esmont, Geneva  
Ettinger, Richard H.  
Fairbrother, Norma E.  
Feldott, Blanche F.  
Gabel, Jane E.  
Gamertsfelder, Doris M.  
Gerhardt, Lois A.  
Gilbert, June  
Govedare, Philip W.  
Grandlienard, Ruth J.  
Haebich, Elizabeth A.  
Haney, Mary E.  
Henrichs, Joyce L.  
Holtz, Elinor L.  
Hosbach, Avis I.  
Howard, Don S.  
Keen, Arthur J.  
Keidel, Esther G.  
Kellogg, Ema Lu  
Kisrow, Leo N.  
Kohn, Harold E.  
Legner, Doris A.  
Lehmann, Richard L.  
Magenheimer, Betty J.  
Mayer, Florence F.  
McClenaghan, Malcolm E.  
Metz, Claire B.  
Milgate, Audrey M.  
Nicoletti, Joseph P.  
Oertli, Jane E.  
Phillips, Dorothy A.  
Pohly, Kenneth H.  
Preston, Carol A.  
Rasler, E. Juel  
Retzlaff, Homer H.  
Riker, Donald E.  
Rohde, Blossom  
Rowe, Lucy  
Sengelaub, Neomia J.  
Shimkus, George J.  
Simpson, R. Elizabeth  
Skartved, Amy G.  
Smith, Lester  
Spaniol, Donald M.  
Steben, Ralph E. A.  
Stedman, John W.  
Striffler, Russell C.  
Taylor, Gloria V.  
Thorne, Phyllis Gray  
Wedsworth, Phyllis Schendel  
Wendland, Iona D.  
Witkoske, Herbert L.  
Woessner, LaVonne E.  
Wolf, Mildred Bennett  
Wykle, Eugene M.  
Young, Charles W., Jr.  
Young, Dorothe E.

## 1946

Bauman, Kathleen Chamberlain  
Behr, John T.  
Bennett, Mary Ellen  
Bernhardt, Dorothy H. M.  
Bishop, Betty Jean  
Boyd, Esther M.  
Branigan, Helen M.  
Brown, Edwin C.  
Busacca, Dwight  
Busse, Esther D.  
Carlson, Allan L.  
Dahm, Virginia R.  
Davis, Mary E.  
Dawson, Leslie H., Jr.  
DeWolf, Marian  
Diebel, Virginia A.  
Diekvoss, Elaine S.  
Doede, Virginia Rolfe  
Dundas, Mary Vandercook  
Eby, Robert L.  
Erfmeyer, Jackson K.  
Gamertsfelder, Helen C.  
Gamertsfelder, Mary  
Ginter, Roger H.  
Hatch, June R.  
Hatch, Ruth E.  
Hemmer, Ralph D.  
Hill, Thayer J.  
Hodney, Virginia M.  
Hoffman, Marietta Q.  
Hoffsummer, June R.  
Hood, Nicholas  
Horek, Benjamin T.  
Hostetter, Aileen A.  
Houden, Lloyd L.  
Isenhower, Lillian Ruth  
Jahn, Horace H.



Judson, Richard F.  
Kastner, Helen E.  
Knittle, Howard R.  
Koelling, Angeline E.  
Kotesky, Wilma Maxine  
Kouba, Irene L.  
Lepien, Marjorie L.  
Maas, Geraldine  
Martin, Mary L.  
Mast, Glenn E.  
Mayer, Mary Ann  
Mertz, Marjorie L.  
Meyer, Roy J.  
Miller, Harriet L.  
Moran, Robert O.  
Muehl, Betty Jean  
Novatny, Frank R.  
Peterson, Betty Zorn  
Rall, David P.  
Russell, Lucile  
Schendel, Betty B.  
Schloerb, Margaret Jane  
Schnell, Mardelle P.  
Schoephorster, Dorothy M.  
Schosanski, Margaret Ann  
Stahl, Norma Jean  
Steben, Florence Wright  
Stengel, Mary Ann  
Stevenson, E. Margaret  
Stump, Phyllis J.  
Thornton, Helen Llewellyn  
Thornton, Victor L.  
Weber, Corinne J.  
Wegner, Mary Jean  
Welty, Daniel J.  
Wilkening, Donna L.  
Wilson, Miriam E.  
Yoshinaga, Benny  
Youngjohns, Hazel  
Youngjohns, Jane E.

## 1947

Abbott, Ruthanne  
Anthes, Alice I.  
Arlen, Robert  
Attig, Miriam  
Barrett, William R.  
Batt, Minerva Diekvoss  
Breithaupt, Winifred L.  
Bruns, H. Carl  
Buholz, Duane E.  
Campbell, Harry W.  
Cardin, Carl J., Jr.  
Cook, Edgar A.  
Covelli, Orlando A.  
Crow, Wanda Houghton  
DeWolf, June Elizabeth  
Dunning, Edith L.  
Eichelberger, Audrey J.  
Enzinna, Peter J.  
Evert, Charles M.  
Fann, Benjamin W.  
Faust, E. Charles, Jr.  
Foemmel, Samuel A.  
Gast, Barbara M.  
Gibson, Russell E.  
Groves, John T.  
Hack, Walter G.  
Hahn, Howard L.  
Hancock, Robert S.  
Hays, Doyle H.  
Heinrich, Donald H.  
Helton, Harriett Biederman  
Henning, Bertha A.  
Hoesch, Kathryn A.  
Holt, Mary F.  
Hornberger, Carl S., Jr.  
Jacob, Donald W.

Kahle, Warren A.  
Kiebel, Lois Hunter  
Kirchman, Nora  
Knapp, Mary Ellen  
Kohlhepp, Ethel Mae  
Krieg, Harold R.  
Ladley, Robert  
Lambert, Walter E.  
Lepien, Dorcas  
Lepien, Hazel D.  
Matthies, Jane C.  
Meesse, L. Clayton  
Meyer, Bernice Peper  
Mihulka, Fred L., Jr.  
Newsom, Lee Arseny  
Nieb, Marian J.  
O'Connor, Donald W.  
Perucca, John J.  
Peterson, Elwood C.  
Rieke, Dwight W.  
Rippinger, Joseph A.  
Rockwood, Theodore B.  
Schlueter, Oliver C.  
Schmidt, Shirley D.  
Schultz, Florian F.  
Schumann, Verla M.  
Siedschlag, Herman W.  
Sir, Kenneth O.  
Soucie, Mary Louise  
Soukup, Alan J.  
Soukup, Erwin M.  
Stelling, Willard S.  
Stengel, Marian E.  
Stiles, Stanley R.  
St. Jules, Robert E.  
Stoltenberg, Donald A.  
Thede, Gaius  
Thom, Joyce O.  
Traver, Maxine  
Tropf, Warren R.  
Waesco, John J.  
Wahl, A. Gertrude  
Wahl, Bernard, Jr.  
Witmer, Keith  
Yenerich, George W.  
Young, Paul  
Zrout, William A.

## 1948

Abel, Donald A.  
Allan, Mary P.  
Benedetti, Albert  
Berger, Lowell C.  
Booher, Ruth L.  
Brandt, Robert L.  
Branigan, Mary Louise  
Brawders, Hildegard  
Muellen  
Breyman, Ruth E.  
Brown, Charles T.  
Brownlee, Helen A.  
Buck, Robert A.  
Bullerman, Glenna M.  
Burkett, Paul W.  
Case, H. Sherman  
Connor, Walter B.  
Cook, Herman  
Cross, Eugene E.  
Daily, Martha  
Dardier, Donald  
Eby, William C.  
Elliott, Lynn E.  
Engl, John  
Erbele, Herbert  
Eversole, Martha J.  
Feik, Grace L.  
Feldott, Gladys R.  
Felker, Robert H.  
Gabel, Harvey C.  
Geier, Donald E.  
Gibson, Betty J.  
Giery, Eggert W.

Haas, Donald J.  
Haebich, David G.  
Haegert, Gwendolyn L.  
Hafenrichter, John L.  
Hallett, JoAnn M.  
Hammond, Wilma J.  
Hanson, Doris M.  
Harlan, John M.  
Harshman, Lois A.  
Harvey, Iris Borsack  
Haumersen, Richard F.  
Hayes, Elizabeth C.  
Henning, Laurence  
Henningsen, Helga K.  
Hoesch, Vernon S.  
Hofmann, Shirley E.  
Holtorf, Marjorie M.  
Hosler, Allan M.  
Hospodar, Emil W.  
Hotchkiss, George G.  
Irwin, Betty E.  
Kadoyama, Mitsuru  
Kamerer, C. Richard  
Katz, Jacob S.  
Keefe, Edward R.  
Kerins, Donald R.  
Kersting, Howard A.  
Kluth, Paul F.  
Knight, John C.  
Kojimoto, Harumi  
Kouri, Kenneth E.  
Kraft, Harold Eugene  
Kurtz, Donald W.  
Larson, Ward J.  
Lauer, Caressa Yearous  
Lehker, Roland J.  
Leiser, Helen A.  
Lindahl, Phyllis J.  
Long, Dewain O.  
Macgregor, Helen J.  
March, Walter A.  
Meyer, Mildred I.  
Miller, Melvin F.  
Mittelstadt, June L.  
Moore, Ray I.  
Morrison, F. Howard  
Morton, John L.  
Mulhall, John C.  
Nelson, Earl L.  
Nielsen, Daniel J.  
Nielsen, Jeroldine  
Eisenhood  
Noerenberg, V. Grace  
Ohse, Carl R.  
Ory, Alice M.  
Pelling, J. Burton  
Perry, Florence E.  
Pierce, Gael E.  
Pierce, Richard A.  
Prussner, Charles W.  
Queen, Charlotte  
Steiner  
Queen, Everett  
Read, Fern Hatch  
Rechenmacher, Rose Mary  
Reichelt, H. Clifford  
Reiman, Glen R.  
Reinhart, Doris H.  
Rhodes, Donald W.  
Rice, Virginia R.  
Rickleff, Clarence  
Riker, Marjorie E.  
Rosales, Rafael  
Schoenherr, Gustav M.  
Schultz, Vernon B.  
Scofield, Ray  
Sebeck, Gladys  
Senn, Richard E.  
Shaver, Marilyn Pauch  
Sheldon, Ruth Jean  
Simmons, Daniel C.

Simonsen, Carol M.  
Smital, Glenn H.  
Smith, Richard C.  
Soeffker, Elfrieda  
Sollenberger, Wilfred R.  
Spatharos, Gloria  
Stanelle, Letitia C.  
Stein, Anna M.  
Stenger, Jack R.  
Stephen, Robert M.  
Tilden, Theodore B., Jr.  
Tompkins, R. Donald  
Wacknitz, Naomi R.  
Wendland, Pearl E.  
Wendorf, Edward B.  
Wonder, Everett Theodore  
Wright, A. Elaine  
Wylie, Marie Keller-mann  
Yenerich, Jeanne Callagan  
Young, Ruth V.  
Zager, Edward H.  
Zwicky, Ellen L. S.

## 1949

Anderson, Mardelle  
Arden, Kelvin Johnson  
Beal, Ernest O.  
Bentley, Shirley  
Berg, Vivian Mae  
Berger, John Joseph  
Best, Shirley Elizabeth  
Beuscher, Clinton J.  
Bode, Ann Leon  
Bower, Howard Franklin  
Bryan, Stanton K.  
Burns, Edward Wm.  
Carr, John T.  
Chonko, John  
Cory, Elizabeth F.  
Cosyns, Howard Lewis  
Crosby, Burton L.  
Dapp, George P.  
Daugherty, Edwin E.  
Dennis, Duane K.  
Diekvoss, Hubert J.  
Dundas, Frederick Burke  
Dunning, Donald Lloyd  
Eckardt, Phyllis I.  
Ehlers R. Allene  
Eigenbrodt, H. John  
Eldred, Walter L.  
Enzinna, A. James  
Feightner, Lawrence  
Ferch, James C.  
Feuerhelm, Pearl  
Baumbach  
Frederick, Ruth M.  
Frey, Gordon G.  
Galow, Clyde Frederick  
Gauerke, Joyce Evelyn  
Geils, Robert H.  
Giuliani, Roma Clara  
Griffith, Luella Wick-lun  
Gums, Reuben H.  
Gustavson, Carl A., Jr.  
Haltermann, Robert L.  
Hansen, Lloyd R.  
Hart, Robert E.  
Hayes, Stanley C. F.  
Heidenrich, Helen H.  
Helton, Fred  
Hess, Wayne C.  
Heuser, Betty J.  
Himmel, Martha K.

- Hoeft, Merlin J.  
 Holmes, Alice J.  
 Homuth, Chester R.  
 Hydeke, John T.  
 Hylander, David P.  
 Irion, Robert J.  
 Jelinek, Carol M.  
 Johnson, Joanne C.  
 Juten, Shirley M.  
 Kelly, Ralph H.  
 Kinney, Monie Garmersfelder  
 Kitzenger, M. Joy  
 Koelling, Viola M.  
 Kortemeier, Kenneth W.  
 Koten, Jean Louise  
 Kottke, Myron M.  
 Kreimeier, Oliver W.  
 Kuenzli, Mary Lou  
 Lane, Patricia E.  
 Lange, James Arnold  
 Larson, Ruth B.  
 Linz, Michael, Jr.  
 Lockett, William Lee  
 Maier, Sarah Edith  
 Marshall, Margaret L.  
 Maser, Betty J.  
 Mast, JoAnn R.  
 Mather, Clarence F.  
 Mayer, Laurella Mae  
 McDonnell, Frances JoAnn  
 McLaughlin, John L.  
 Meekma, John P.  
 Meisinger, Loretta  
 Meyer, Richard  
 Meyer, Wilbert H.  
 Michael, Alberta K.  
 Mierzanowski, Richard (Marr)  
 Miller, Donald Charles  
 Moon, Robert H.  
 Mommensen, Engwerd M.  
 Morton, Robert C.  
 Mullins, Fannie Jane  
 Norris, Ross A., Jr.  
 Ontko, Arthur  
 Otto, Warren R.  
 Peterson, Marvin E.  
 Pilgrim, Jean E.  
 Pill, Michael Peter  
 Plumer, Adeline Kapitani  
 Potter, Charles G.  
 Putnam, Leonard F.  
 Pyle, Wanda Marcell  
 Read, Milton G. E.  
 Rebstock, Theodore L.  
 Reinhardt, Bruce Aaron  
 Roenigk, Elsie Mae  
 Ross, William W.  
 Rumsfeld, H. William, Jr.  
 Safranski, Leonard M.  
 Schaeztle, Mildred  
 Scheer, Phyllis M.  
 Schendel, Wayne D.  
 Schmidt, Edith L.  
 Schriver, Donna J.  
 Schuch, Charles J.  
 Seiser, William C.  
 Shaver, William F.  
 Siegert, Juanita June  
 Siniscalchi, Joseph W.  
 Sites, Charles G.  
 Smith, Garth D.  
 Sollenberger, Wilma Marie Biederman  
 Sovereign, Amy Adeline  
 Spiegel, Genevieve I. Scheffner  
 Stauffer, Lois E.  
 Steele, Carolyn R.  
 Straley, Albert N.  
 Sullivan, Donald L.  
 Tehle, Edward A.  
 Teuber, Marilyn Win-koff  
 Thanepohn, Eunice Ulrich  
 Tholin, Richard D.  
 Thornton, Lois B.  
 Tillman, Kenneth Richard  
 Truckenbrod, Kenneth G.  
 Underwood, Paul R.  
 Unger, Frank J.  
 Uphoff, Fred Robert  
 Vincent, Elinor Gustafson  
 Voss, Julian A., Jr.  
 Wacker, Regina E.  
 Waggoner, Wilber L.  
 Walmer, Shirley E.  
 Walter, Lyle P.  
 Weiss, Lois A.  
 Wendland, Edna Faith Schwab  
 Wendland, Gordon M.  
 Westlake, Grace Jorgensen  
 Wiley, Ivan A.  
 Will, James E.  
 Winter, Richard W.  
 Witthuhn, Neva J.  
 Wolgast, Frank L.  
 Wunder, William L.  
 Young, Richard N.  
 Erwin, Clyde Vernon  
 Ester, Leland D.  
 Fedorovich, John  
 Fender, James Wade  
 Fenner, Donald D.  
 Fenske, Theodore  
 Feuerhelm, Vernon F.  
 Finke, Russell Eugene  
 Flory, Wayne Ralph  
 Frank, Glenn Russell  
 Frank, Muriel  
 Freshley, Dwight L.  
 Gabel, Wallace Paul  
 Gasser, Elaine Margaret  
 Gilman, Paul E.  
 Grandlienard, Joseph Charles  
 Grantman, Dale Julian  
 Griesinger, Robert  
 Griffith, Keith L.  
 Hagman, Lois  
 Halbek, Frank  
 Hansen, Edward J.  
 Harter, Richard Grant  
 Harris, Norma  
 Harrison, Richard G.  
 Hart, George A.  
 Hauck, Roland Daniel  
 Hawbecker, Hubert Keith  
 Hawkins, B. Harold  
 Heald, Margaret  
 Heltman, Marna Jean  
 Hewitt, Chester J.  
 Hewitt, Frances  
 Hillenbrand, Robert F.  
 Hodel, Rose  
 Hodkin, Frederic Jerry  
 Hoesch, Alyce Walter  
 Hoffman, Robert G.  
 Horman, Patricia  
 Janzen, Peter S.  
 Jelinek, John Steven  
 Johnson, Helen Tobin  
 Johnson, Patricia  
 Johnson, Ralph G.  
 Kantz, M. Dean  
 Kavanagh, Thomas W.  
 Kennaugh, John H.  
 Kidder, Ada  
 Kirn, Dorothy  
 Klar, H. Russell  
 Knapp, Norma  
 Knickerbocker, Kenneth Paul  
 Knopf, Shirley  
 Knox, Robert W.  
 Kodani, Lucy  
 Koehler, Janet M.  
 Koelling, Melvin  
 Koenitzer, John Edward  
 Krell, Eugene Edward  
 Krell, Harland Owen  
 Lahr, Linford Nelson  
 Lang, Waldo H.  
 Larson, Wayne Frederick  
 Laubenstein, Carol  
 Lind, James E.  
 Lindholm, Paul D.  
 Lockert, Jacob Calvin  
 Lomas, Charles W.  
 Lubach, John Edward  
 Lutz, Mary  
 Maechtle, Gordon Wesley  
 Maechtle, Eleanor S.  
 Marsh, Arthur J.  
 Marshall, Elsie  
 McGee, Paul R.  
 Meyer, Marilyn E.  
 Miller, Joseph F., Jr.  
 Miller, Owen Edward  
 Miller, Urban E.  
 Mitchell, Thomas F.  
 Moore, George C.  
 Motzkau, Hildegard  
 Moy, Joan  
 Nemeck, George Jr.  
 Netzley, Clyde Clayton  
 Nitta, Thomas  
 Obrecht, Dean H.  
 Oertli, Ann  
 O'Leary, John P.  
 Ota, Toshio  
 Otto, Virginia  
 Patterson, Kenyon Palmer  
 Paulin, Harry Walter  
 Pence, Lillian  
 Peterson, Evelyn  
 Philipp, Faye  
 Pierce, Shirley Roem-hild  
 Pierson, Richard C.  
 Plumer, Erwin  
 Price, Howard J., Jr.  
 Ramsdale, Joyce M.  
 Rayson, Ralph LeRoy  
 Reinhart, Jean  
 Retzlaff, James Peter  
 Roberts, William T.  
 Rohloff, Elaine  
 Rosales, Helen M.  
 Rosendahl, Shirley  
 St. Angelo, Gordon  
 Salata, Richard A.  
 Schaeffer, Paul George  
 Scheffner, George J.  
 Schendel, Dale T.  
 Schendel, Harold Eugene  
 Schneider, Ruth  
 Schuknecht, Warren N.  
 Schultz, Dale H.  
 Schuneman, Sally Winn  
 Scorgy, John C.  
 Seabren, Jean  
 Sehe, Charles T.  
 Shafer, Connie  
 Shilt, Raymond Wil-lard  
 Siemsen, Mary Lee  
 Sievert, H. William  
 Siewert, Milton O.  
 Sime, John T.  
 Simmons, Miss Jimmie  
 Simpson, Grace  
 Sollenberger, Robert L.  
 Spalten, Charles J.  
 Spevak, Erwin T.  
 Spong, Gerald  
 Spreng, Jarvis L.  
 Staat, John R.  
 Stants, Nelson E.  
 Stehr, Donald Emerson  
 Stehr, Glenn E.  
 Stelling, Harry Richard  
 Stengel, James L.  
 Stevens, Edward George  
 Stibbe, Reuben T.  
 Stiffer, Paul E.  
 Theuer, Donald Arthur  
 Thompson, Alice  
 Thompson, Floyd A.  
 Thompson, Nancy  
 Trapp, Rolland  
 Uden, Eleanor  
 Utzinger, Harold E.  
 Utzman, Marjean  
 Valles, Jerome M.  
 Valles, Robert E.  
 VanAdestine, Elizabeth  
 Vieth, Arthur William

Vincent, Lloyd  
Wahl, Helen  
Walker, Howard E.  
Weber, Ralph Calvin  
Wiese, Burton L.  
Williams, Walter T.  
Williams, William F.  
Wiltfang, Charles  
Martin  
Winquist, Clyde Wil-  
liams  
Wolf, James Burton  
Wolf, Robert O.  
Wrenn, Edwin D., Jr.  
Wright, George  
Young, Charlene S.  
Young, Shirley  
Zager, Carl John  
Zartos, Marguerite  
Zeiss, Warren William

## 1951

Albertus, Willard W.  
Allen, Howard  
Amundson, Louise  
Askew, Kenneth  
Bertz, Eileen E.  
Bierma, Kenneth R.  
Birr, Robert R.  
Bjorkman, Carol E.  
Blessman, Ralph Robert  
Blotch, Alan Vogler  
Bloy, James A.  
Boguess, Robert R.  
Booker, Lydia  
Borsack, John E.  
Breckman, Robert Lewis  
Briggs, James Robert  
Brittan, John Lee  
Brons, Kenneth Allyn  
Bunse, Ruth  
Burkholder, Ronald R.  
Buss, Leota  
Claus, Richard M.  
Cornwall, Marvin H.  
Crosby, Zelma  
Cuda, Frank  
Dalrymple, Dean Ed-  
ward  
Dennis, John Lawrence  
Diewall, Doris M.  
Dusek, Edward A.  
Ebinger, Warren Ralph  
Eichelkraut, Miriam  
Emholtz, Dorothy  
Erdman, Marybeth  
Eitenhofer, Arnold  
Glenn  
Fairbank, Mary  
Fay, Gerald Joseph  
Feaver, Laurence Ed-  
ward  
Fenner, Gordon H.  
Flynn, James Emmett  
Frank, Lorraine  
Freeman, Jacklyn  
Germanotta, Dante J.  
Giere, Elaine S.  
Giere, Warren C.  
Grantman, Charlotte  
Groat, Leonard S.  
Hageman, Lynn L.  
Hammond, Wm. Wes-  
ley  
Harper, Robert  
Heidenreich, Ramona  
Hitt, Helen Shirley  
Hoffman, Jack L.  
Hoffman, Leo B.  
Honel, Milton F.  
Hook, James S.  
Hopkins, Donald G.

Hostetler, Patricia  
Huth, Ralph Frederick  
Irwin, Barbara  
Jackson, Alfreda  
Jameson, Margaret  
Johnson, George  
Thomas  
Jones, Robert Earl  
Jurzyzna, Edward J.  
Keller, Joyce  
Kelly, James P.  
Kennedy, Thomas M.  
Kern, Elaine  
Kidder, Mary  
Kirchman, Calvin  
Klingbeil, Jack E.  
Knapp, James V.  
Koenitzer, Robert C.  
Koten, Don E.  
Koten, John A.  
Kotik, Richard Robert  
Kremer, LaVonne  
Krupka, Joseph Donald  
Lahr, Donald G.  
Langreder, William Z.  
Larson, Oscar S.  
Lawrence, Joanne Bev-  
erly  
Lederman, Janet  
Lukas, Robert L.  
Majszak, Aloysius J.  
Marshall, Jean  
Martin, George W.  
Matzke, David E.  
Meisner, Robert  
Mentley, Victor Charles  
Menzel, BettyLu  
Meyer, Delbert E.  
Meyer, Marcia  
Miller, Mary Helen  
Miller, Russell F.  
Nachbaur, Gertrude  
Neuman, Harvey James  
Newton, Shirley  
Noerenberg, Ray Stan-  
ley  
Noltemeier, Karl Wil-  
liam  
O'Neill, Dorothy  
Otton, Donald Dean  
Overmier, Phyllis K.  
Overmier, Robert O.  
Passow, Carol  
Peichl, George Edward  
Peltz, James L.  
Pitner, Henry, II  
Polivka, Raymond Peter  
Pope, Michael  
Powelson, Richard C.  
Pritchard, Roger Frank-  
lin  
Rawers, Arthur Edwin  
Reid, Roland James  
Reidt, Theodore C.  
Repke, Jack Blough  
Ritsemma, Patricia  
Ritzman, Mary  
Rogers, Bruce Michael  
Rusch, Reuben Robert  
Rush, Don R.  
Salata, Robert T.  
Schilling, E. Thomas  
Schmidt, Elizabeth  
Schmidt, William John  
Schwartz, George  
Scott, John Ward  
Seith, William Arthur  
Senn, William Carl  
Shoger, Ross L.  
Simonsen, Melvin  
James  
Smith, Ethel Lucile

Sobehrad, Jarold S.  
Spong, Donald David  
Steele, John M.  
Stettler, John Martin  
Stevens, John A.  
Strachan, Kenneth T.  
Tate, Rachel  
Taylor, Myron W.  
Terry, Ralph Jeffery  
Thede, Paul  
Tietz, Elton Ray  
Timm, Mary  
Trautmann, Viola  
Uphoff, Richard F.  
Vodak, Warren L.  
Voss, Dale Frederick  
Wahlin, Hope  
Webber, Constance S.  
Weck, Darlene  
Weldy, Robert  
Wendt, Robert Charles  
Westrom, Robert George  
Wetzstein, Lester A.  
Whitman, Marilyn  
Wilt, William Melvin  
Wuertz, Shirley  
Zaininger, Beverly  
Zimdars, Dale E.  
Zuke, William George

## 1952

Adams, John Bartlett  
Allen, Ruby Bohm  
Anderson, Ervin  
Arboe, Donald T.  
Attig, Charles Emerson  
Bailey, Lorna Adel-  
mann  
Barger, Dwaine M.  
Bauder, Warren Eugene  
Bauer, Evelyn  
Bazant, William Ray-  
mond  
Bentz, George O., Jr.  
Besson, Charles An-  
thony  
Bingle, James Douglas  
Bomberger, Mary  
Bradish, William Clin-  
ton  
Brons, Albert John  
Bueche, Charles David  
Calhoun, Richard F.  
Carlson, Miriam Weibel  
Claus, William Richard  
Clawson, Barbara  
Cobb, Nova  
Cooper, Warren La-  
verne  
Corretore, Robert Bruce  
Craig, Mildred S.  
Drum, Lawrence  
Duckworth, Dorothy F.  
Dudley, Nancy  
Elliott, Elizabeth  
Engstrom, John Gordon  
Enzi, Irma  
Fairbank, Alice  
Findley, W. Cecil  
Fischer, Carlton L., Jr.  
Fisher, V. Robert  
Foth, Richard P.  
Francis, Marilyn  
Fredrickson, Richard  
Gatz, Elizabeth  
Gauch, Richard F.  
Gauerke, Hope  
Gloss, Frank C.  
Gloss, Ruth Cooper  
Grantman, Roger Harold  
Guither, Barbara G.  
Guither, William D.

Haas, Constance  
Hannan, William T.  
Hartsaw, Paul  
Hawthorne, Richard  
Charles  
Hayes, Robert William  
Heinrich, Reinhold  
Heinrich, Robert Rich-  
ard  
Heinzman, Joyce  
Hess, Mervin Ross  
Hewitt, Rosemary B.  
Hey, J. Philip  
Hill, Harold D., Jr.  
Hoffman, Gerhard H.  
Hoover, Marilyn  
Horton, Robert E.  
Hospers, William de-  
Gelder  
Hrdina, James W.  
Huber, Irvine Frederick  
Hunter, F. Charles  
Ickes, Doris  
Jelinek, Walter H.  
Johnson, Ruth  
Jordan, Herbert P.  
Kadlec, Ray C.  
Kaiser, Lilburne  
Ketterling, Griselda  
Kliphardt, Donald John  
Kloska, John L.  
Kniss, Edgar  
Knittle, C. Robert  
Koeller, Marilyn  
Kouba, Dorothy  
Krapf, Ellis  
Krunnfusz, Gordon R.  
Lamberts, Andris An-  
drew  
Langher, Constance  
Lemna, Carl R.  
Lindgren, Gerard Albin  
Link, William Charles  
Livernash, William  
Ludwig, Thomas Fred-  
erick  
Lukes, Glen  
Mahнке, Gordon Arthur  
Mann, Harold L.  
Mast, Gerald Dean  
Mast, Louise  
Mathison, Curtis  
Mehn, Duane B.  
Meyer, Leonard R.  
Meyer, Marjorie S.  
Mielke, Donald H.  
Miller, Donald G.  
Miller, Dorothy  
Miller, Glenn W.  
Miller, Wm. Thomas  
Moore, Thomas  
Moranski, Robert J.  
Muehl, Ralph O.  
Naffziger, Mary Helen  
Neuenburg, Duane F.  
Parker, Audrey  
Patrick, Loren A.  
Petrie, Maida Ruth  
Pletcher, Harold Del-  
bert  
Polivka, James Dwight  
Pratt, Doris  
Price, Charles Frank  
Propp, Louise S.  
Pruitt, Mrs. Charles A.  
Quinlan, John Bernard  
Reif, Don Robert  
Retzlaff, Geraldine E.  
Reusche, Carolyn K.  
Rilling, Sylvia Helen  
Roeder, Phyllis  
Schaefer, Harold E.



Schaefer, Vernon H.  
Schmidt, Dean Melvin  
Schneider, Marilyn  
Schorr, James Dean  
Schule, Faith  
Scott, Douglas D.  
Seifert, Robert B.  
Simmons, Marian Irene  
Smith, W. Dean  
Snider, Theodore W.  
Somrek, Richard Dix  
Stettbacher, Mildred I.  
Stevens, Joyce M.  
Stokes, Jayne Audrey  
Sundby, Elmer Arthur  
Telling, Roberta  
Unger, Helen  
Van Laningham, Maurice A.  
Veigel, C. Harding  
Wagner, Francis L.  
Wagner, Mary Jane  
Waterhouse, David  
Watts, Tom  
Wellnitz, Charles Milton  
Welter, Edward C.  
Williams, Carolyn  
Wills, Genevieve  
Worner, George  
Wrenn, Louis W.  
Wunsch, Lois Genese  
Yezek, Frank O.  
Zielske, William E.  
Zimdars, Benjamin  
Frank  
Zimmerman, Eleanor

## 1953

Anderson, Joyce Eileen  
Beed, Martha  
Beidelman, John A.  
Beling, Dale D.  
Bender, Kenneth  
Bender, Marilyn  
Beyler, Carol Mamsen  
Bitson, Joseph William  
Bloy, Wilmer T.  
Boldt, Eleanor Schuler  
Brog, Edward Richard  
Brownell, Marilyn  
Bueche, Audrey Rambeau  
Christman, Norman R.  
Clazie, John James  
Davis, Alyce  
Davis, Wallace Dean  
Dow, Gerald R.  
Dobrowski, Daniel R.  
Duncan, John  
Dunham, John Stuart  
Filbey, Edgar E.  
Fink, William L.  
Fitzner, Arthur E.  
Fleck, Charles, Jr.  
Fletcher, Lewis V.  
Flugum, Carol  
Gans, John Eugene  
Gardner, Ruth  
Getz, Miriam  
Haist, Ruth Ann  
Hanosh, George A.  
Harr, Verlyn Clarence  
Harrer, Leila  
Heinrich, Robert E.  
Heyer, Edward L.  
Hlavnicka, Marilyn  
Hower, Helen  
Johns, Richard E.  
Johnson, Ralph  
Johnson, Roy A.  
Kamin, John L.

Keller, Raymond Edward  
Kerr, James R.  
Kitzenberger, Glen Daniel  
Kmieciak, Thomas John  
Knoch, Edward  
Knoespel, Clarence Marvin  
Kohlman, A. William  
Kolze, Mary  
Ladd, Donald A.  
Leiser, Marilyn  
Lenz, James A.  
Light, Byron Hiller  
Littlewood, John M.  
MacGregor, Norman  
Mattill, Robert Lee  
Maurer, Ruth  
Mayer, Walter L.  
Mertz, Joyce  
Moll, Doris M.  
Moorehead, Clara Anna  
Myles, Kenneth E.  
Neiser, Frederick C.  
Newberry, James P.  
Noxon, Andrew C.  
Oakes, James  
Oberhelman, John H.  
O'Brien, Mary  
Oran, Helen Jean  
O'Shea, Rosemary  
Pal, Violet  
Panoch, James Vincent  
Parker, Wendell  
Passow, Lois  
Puckorius, Paul R.  
Recka, Russell, Jr.  
Ross, Lawrence R.  
St. Angelo, Douglas G.  
Schwab, Paul Josiah  
Sebastian, Robert A.  
Shaughnessy, Bruce A.  
Siefert, Allan Oscar  
Siemens, Donna  
Sikorski, Donald  
Staley, Betty Jean  
Stegmeier, Joyce  
Stehr, Truman Rae  
Stevens, Warren Bruce  
Stirtz, Jerry Lee  
Strauel, Donald  
Toomire, Homer John  
Truran, Paul Charles  
Ulrich, Roger Elwood  
Veh, Marguerite  
Voigt, Richard Charles  
Walker, Betty  
Watson, Allen S.  
Watson, Marilyn Junanita  
Weiss, Margaret  
Will, Albert John  
Williams, John Scribner  
Wolter, Beverly  
Zietlow, Gloria

## 1954

Alford, John Gordon  
Anderson, Barbara  
Babich, Frank John  
Barr, Charles Richard  
Barth, Lorraine  
Bauman, Dennis H.  
Berkompas, Elwood  
Block, Marion J.  
Blotch, Nancy  
Blythe, Phyllis Jean  
Bowen, James Earl  
Buhrmaster, Ray Wm.  
Carlson, Roger Dean

Chandler, Lois  
Chang, Kuo-Chin  
Citrano, Charles  
Davis, Carol C.  
Dell, Elroy Frank  
Dietzel, Ruth  
Doss, Gale Ronald  
Draeger, Virginia F.  
Erickson, Marie  
Ervin, James E.  
Fahner, Gladys  
Fisher, Gay  
Frederick, Edgar R.  
Gabel, Melvin L.  
Gaddo, John J.  
Geffert, Lois Jean  
Glenn, Mary Ann  
Goehring, Carol  
Gossell, William Howard  
Gould, Ronald L.  
Hahn, Robert John  
Harshbarger, Dean  
Haugh, Glenn R.  
Henning, Lois  
Hooton, Jane  
Huggins, Lola Nash  
Humbert, Rene Paul  
Kochenderfer, Lee  
Koelling, Geraldine  
Korjenek, Annette F.  
Kreske, Dale Keith  
Kubly, Marilyn Jean  
Kuk, Ronald S.  
Kung, Edward Y. C.  
Lahr, Ruth Bauserman  
Lang, Audine J.  
Larson, Walter John  
Lehman, Robert Edward  
Liedtke, Edwin C.  
Lindquist, Fred B., Jr.  
Lueptow, Merton D.  
Lueptow, Wayne Richard  
Mack, Marilyn Jean  
Maechtle, Mildred Mae  
Martin, Glen Edward  
Martin, Robert  
Masaki, Shige Nobuko  
Matzke, Vera  
McKinley, Lola  
Meyer, Fay  
Mielke, LeRoy William  
Mielke, Marilyn  
Mounsey, Wayne J.  
Neuman, Donald R.  
Novander, Beverly  
Novotny, Connie  
Parker, Phyllis  
Perkins, Betsy  
Pizzo, Joseph A.  
Pohly, Gerald A.  
Rasmussen, Gordon Edwin  
Repke, Susan Lahr  
Rigsby, Betty  
Ritzert, Kenneth R.  
Roesti, Lois  
Roth, Carol  
Sahs, Duane Ted  
St. Angelo, Patricia S.  
Scharck, Richard D.  
Schmidt, Kathleen  
Schmitt, Paul M.  
Schreiber, Audrey  
Schoultz, Donald F.  
Seith, Donald E.  
Shoemaker, Rebecca  
Silvernail, Carl George  
Silvernail, Wilbur L.  
Siwicki, Frank C.

Smira, Antoinette  
Snider, Myla Landis  
Sokup, Georjean Caryl  
Stachnik, Tom John  
Steinacker, Frances Mae  
Strand, Henry J.  
Taff, Ruth  
Tau, Tok-Leong  
Taylor, Henry Merle, Jr.  
Thomas, Evelyn Mae  
Uebele, Valerie  
Utzman, Don K.  
Voss, Harwin L.  
Wadewitz, Donna  
Wandrey, Verlin  
Wuertz, Anita Lorelle

## 1955

Adams, Jane C.  
Albert, Marian  
Bauer, Robert W.  
Beadle, Julius Brett  
Berlin, Kenneth Darrell  
Black, Richard B.  
Boesen, Povl  
Bonney, Richard LeRoy  
Bowell, June  
Bowman, Beverly  
Bremmer, Robert B.  
Brittan, Charles W., Jr.  
Chee, Chang-boh  
Claassen, Fred Hayes  
Crabb, Allan  
Craig, Robert A.  
Dalrymple, Lee Allen  
Davies, Evan R.  
DuPlessis, Edward Arthur  
Ebinger, Sylvia  
Eby, Howard Bruce  
Eichelman, Lois  
Eigenbrodt, Edwin  
Esterly, Mary  
Evans, Albert  
Ewing, Walter Alvin  
Farnham, Helen  
Flickinger, Miriam  
Forsberg, Charles G.  
Frank, Joel S.  
Garner, Mary H.  
Grove, William Albert  
Hadraba, Richard Donald  
Haidle, Russell Frank  
Hauser, Ruth  
Hayes, Franklyn Wm.  
Heidenreich, Lois E.  
Helmets, Lois  
Holbrook, Thomas W.  
Hunt, Shirley  
Hurmence, Ann Shaver  
Iwig, Paul W.  
Johnson, Dorothe L.  
Jones, Harry A.  
Kalas, John Wm.  
Keen, James Russell  
Klein, James Edward  
Knudsen, Karen H.  
Kofeod, Dorothea  
Kohlhepp, Glenn Otto  
Kolb, Charles L., Jr.  
Koten, M. Jane  
Kouri, Don  
Krebs, Joyce  
Kucera, Bette N.  
Lambrecht, Elmer P.  
Lange, Carl John  
Lewis, H. Kenwood  
Littlewood, Lyle Eugene  
Logemann, Valare  
Manion, Audrey



Mason, Vivienne  
 Mathews, David P.  
 Matthews, Donna  
     Walkes  
 Maudlin, Gloria  
 McGuckin, Evelyn  
 McLaughlin, Donald R.  
 Miller, John  
 Neumann, Robert E.  
 Nielsen, J. Neil  
 Norenberg, Richard G.  
 Norris, Robert H.  
 Olson, Jack C.  
 Otto, Richard John  
 Pattullo, Helen D.  
 Rausch, George J., Jr.  
 Reese, Maurice  
 Ricks, Lucy  
 Rodesiler, Jack  
 Roehm, Carol  
 Sawvell, L. Robert  
 Schander, Donald J.  
 Schenlin, Jane Wight  
 Schewe, William  
     Charles  
 Schwab, Robert V.  
 Shephard, Emily  
 Shumaker, David  
 Steele, Paul  
 Takala, Viena G.  
 Temple, Gerald L.  
 Thomas, James Fred-  
     erick  
 Utzman, Ruth Rieke  
 Viel, Lyndon C.  
 Warden, William L.  
 Wellman, Lowell  
 Williams, Ethel C.  
 Williamson, Lucille  
 Wilson, Dorothea B.  
 Winters, John E.  
 Wolberg, Janet  
 Woo, Choon Hum  
 Woodward, Richard  
     Franklin  
 Zanotelli, Donald Au-  
     gust  
 Zillmer, Wilma

## 1956

Ahlborn, Gene Edward  
 Albore, Arthur  
 Albrecht, L. Raymond  
 Alexander, Verne B.  
 Arneson, Christine M.  
 Alger, Caroline  
 Allbee, Lewis L.  
 Baker, Neal  
 Barber, Charlotte  
 Belding, Betsy  
 Berg, Bruce Edward  
 Brewer, Joyce Nelson  
 Bornemeier, Dwight D.  
 Bossard, James  
 Bosshardt, Donald Ev-  
     erett  
 Boyer, Alvin Clifford  
 Brake, Joyce Page  
 Brickert, Marvin J.  
 Callahan, Denise M.  
 Carlson, Barbara  
 Chezem, Marie B.  
 Clark, Gloria  
 Clark, Keith Robert  
 Coburn, James Leroy  
 Craig, Mary Virginia  
 Davidson, Joan  
 Dudley, Joanne  
 Easterday, Donna  
 Eng, Shirley  
 Engstrom, Merelyn B.  
 Farina, Anthony J.

Ferguson, Barbara K.  
 Fetzter, Richard Earl  
 Fisher, Donald  
 Fletcher, Robert C.  
 George, Betsy Abra-  
     hamson  
 Ginther, Alice Jane  
 Grandfield, Glenn E.  
 Grossman, Forest L., Jr.  
 Gruthoff, Irene S.  
 Haegert, Daniel Lee  
 Hageman, Gwendolyn-  
     Ann  
 Hanson, Joan  
 Harris, Richard Lee  
 Hart, Richard  
 Hayes, Marlene E.  
 Hedden, Douglas J.  
 Heilman, Darlene  
 Heininger, Anne  
 Helm, Lorraine  
 Henning, Janis  
 Heyer, Nancy  
 Higgins, Pricilla D.  
 Ho, Pei-Lee  
 Holubetz, Karl L.  
 Hosler, Galen R.  
 Howard, Gloria  
 Hummer, Elaine Wolf  
 Iwig, James H.  
 Johnson, Marvin  
 Jungknecht, Robert C.,  
     Jr.  
 Kameshima, Betty  
 Kennedy, Richard Gor-  
     don  
 Kirkpatrick, Floyd  
     Wallace  
 Kohlstedt, Alice Marie  
 Koss, David Henry  
 Larson, Carl Ralph  
 Lee, Charles S.  
 Lindquist, Arlene  
 Lofgren, Roger  
 Luebke, Galen Arvid  
 Madden, Joy  
 Madigan, Dan Michael,  
     Jr.  
 McCallister, Alice  
     Kelly  
 McDonald, Waldon L.  
 Mevis, Duane  
 Mielke, Phyllis Jean  
 Miller, Luan  
 Mitchell, Sabra  
 Nygren, Rex  
 Ousterhout, Margaret E.  
 Priem, Ruth Fessler  
 Reardon, John  
 Rife, Barbara  
 Rife, William Carl  
 Ringelberg, Lois Lor-  
     raine  
 Rosendahl, Dale V.  
 Rothrock, Robert Ben-  
     nett  
 Samstak, Earl Calvin  
 Schloerb, Richard Alan  
 Schroeder, Gerald  
 Senn, Margery  
 Senne, Delores  
 Shaner, Twyla H.  
 Shaw, Sandra Louisa  
 Sherman, Barbara  
 Snider, Sally Eileen  
 Stearns, G. Ward  
 Steckel, John H.  
 Stegner, Richard W.  
 Stieg, Wesley Fredrick  
 Stoffer, Dean L.  
 Stohl, Aletha  
 Strutz, William A.

Swanson, Louise  
 Swisher, Ann  
 Thinnies, Donald Phil-  
     lip  
 Thomas, Robert James  
 Tusov, Joanne  
 Twining, Janell  
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 Zimmerman, Lawrence  
     B.

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Ahlborn, Carol Wanner  
 Albrecht, James Thomas  
 Amy, Floral Macke  
 Anderson, Robert  
 Aurin, Marlene  
 Auten, Nancy  
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 Bansemmer, Lanny R.  
 Benson, Dewey C.  
 Berkey, Robert Lee  
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 Wentz, Dennis Keith  
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 Orland, Ronald  
 Pepiot, Janet  
 Peterson, Ralph, Jr.  
 Picha, George  
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 Ploger, Leon  
 Potucek, Frank  
 Prawius, Herbert, Jr.  
 Prentice, Dianne  
 Pulsing, Mary Ann  
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 Riley, Bernard  
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 Ruth, Orrell  
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- Armentrout, Eugene L.  
 Beine, Mildred R.  
 Bender, Brian S.  
 Bennetch, Mary Lou

Bouldin, Nancy C.	Henderson, John P.	Miller, James R.	Shaw, Anna L.
Bramsen, John D.	Hogge, James F.	Molitor, John M.	Sheldon, Mary E.
Bridenthal, Ronald R.	Holmes, Paul O.	Mollison, Kathleen	Shippert, Ronald D.
Chapman, Dallas B.	Horstmeier, Carlyle D.	Moore, Fredric L.	Silvester, Lucille S.
Christie, Dora H.	Humble, Albert M.	Moriconi, Wayne D.	Sippy, John C.
Collins, Carolyn J.	Johnson, Carol U.	Mueller, George C.	Soldwisch, Allan R.
Conaway, Janet S.	Johnson, George H.	Nielsen, Carl C.	Spanogle, Juanita L.
Craig, Thomas S.	Jones, Edmund W.	Ostic, Joylyn E.	Spranger, Leni L.
Crotser, John R.	Jordan, James A.	Overmyer, Barbara H.	Sproull, Jeanette A.
Darland, Harry W.	Juedes, Jeanine A.	Pasek, James J.	Stamberg, Lee A.
Denker, Neil A.	Karrow, Constance L.	Perisin, James J.	Strahan, John R.
Drinkwater, John E.	Keating, Nancy L.	Perkins, Edwin	Taylor, Marilyn J.
Dutenhaver Kathryn Agne	Kelly, Robert L.	Porter, Robert Lee	Titus, Robert E.
Faist, Barbara A.	Kelly, Shirley A.	Prochnow, Robert R.	Tobey, Thomas G.
Field, Honorine	Kemper, Larry O.	Rhein, R. Ray	Unbehaun, Luanne M.
Fouts, Jane A.	Kern, Margaret L.	Riehm, Harold E.	Van Barriger, Floyd F.
Fowler, Michael L.	Kirchdorfer, Betty L.	Ritsema, Rosemary	Vistine, Ronald J.
Francis, Frederic J.	Koehler, Sue E.	Rockabrand, Beverly J.	Wakefield, Richard A.
Gates, Wilton I.	Koltz, Barbara J.	Roessler, Larry G.	Wallace, Gloria G.
Gauerke, Ruth M.	Kroening, Donald L.	Rolniak, Richard R.	Ward, Howard A.
Gross, Wesley F.	Kukuck, Lynn	Safarik, Carol D.	Welk, Robert W.
Gullborg, Joan C.	Kurtz, Nancy A.	Sawicki, Colleen M.	Wendell, David E.
Gullstrand, Robert E.	Lang, James B.	Schaefer, Donald H.	Winters, Margaret P.
Gustafson, Raymond E.	Larson, Lucille M.	Schaefer, William A.	Wolf, Frank L.
Haire, Richard G.	Lawson, Neal C.	Schap, Keith D.	Wolf, Milton D.
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Haney, Galen L.	Liesemer, Ronald N.	Schmidt, Jo Ann	Wooledge, Margaret J.
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Hein, Shirley E.	Melnick, Louis D.	Seiwert, Edward P., Jr.	Zimmerman, Claudia B.
	Mielke, Iolyn J.	Shaffer, Robert D.	Zimmerman, Dale G.
	Miller, Doris J.		

(List for 1960 includes only June graduates.)

# *Alma Mater*

1. North Central is the school we love,  
To her we sing this praise,  
And from the East and from the West  
You hear the voices raise—

## *Chorus*

- Hail! Hail! North Central Hail!  
Our Alma Mater true,  
We'll always, always loyal be,  
To you, to you, to you.
2. Your sons and daughters come from far  
To find a home with you  
To get the wisdom you impart,  
And sing this song for you—
  3. The lofty precepts do inspire,  
To mankind true and strong.  
And noble characters ascribe  
Their praise to thee in song.

*Words by Albert Krug '08*

*Music by Jessie Cowles (Krug) '08*

*Written in 1907*





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